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ABSTRACT

One thousand seven hundred ninety three school system superintendents, selected from school districts stratified by pupil enrollment throughout the United States were surveyed, regarding the use of job descriptions in their districts. Usable returns were received from 947 school systems, a 52.8 percent return. Specifically, the survey collected data on the following topics: (1) superintendents' attitudes toward 25 statements regarding job descriptions; (2) positions for which job descriptions exist; (3) uses of job descriptions; (4) persons or groups involved in job description preparation; (5) frequency of revision of job descriptions; (6) responsibility for updating job descriptions; and (7) authority for approving changes in job descriptions. Part I introduces the report, describes the survey's design and methodology, and offers advice on interpreting the report. Tables in Part II summarize data, broken down in four enrollment groups of school systems, and, for the uses of job descriptions, by region. Part III presents 31 job descriptions, a broad range of samples of job descriptions for various school district staff positions. Two tables present the data. (MLF)

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ERS Report

Job Descriptions in Public Schools

Second Edition

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Job Descriptions in Public Schools

Second Edition

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SCHOOL JOB DESCRIPTION PACKETS

School Job Description Packets are a valuable source of information provided by ERS to help school administrators who are developing new job descriptions or revising existing descriptions for specific categories of personnel, or for those who wish to review in a more general way the structure and language others are currently using in describing specific job categories. Each packet contains job descriptions from districts of various sizes across the nation.

Packets are available for several types of specific job descriptions within the general categories of Administrative Staff, Professional Staff, and Support Staff.

Administrative Staff (Packets are available for *each* position and others.):
Superintendents,
Deputy, Assistant, and Associate Superintendents,
Principals,
Assistant Principals, and
others.

Professional Staff (Packets are available for *each* position and others.):
Teachers,
Counselors,
Media Personnel, and
others.

Support Staff (Packets are available for *each* position and others.):
Secretaries,
Clerks and Aides,
Tradespeople (Carpenters, Plumbers, Glaziers, etc.), and
others.

Contact ERS to purchase School Job Description Packets and to obtain a complete list of available packets .

FOREWORD

The development and appropriate use of job descriptions are necessary components of effective personnel management in school districts. Job descriptions can play a key role in determining overall personnel needs, defining organizational relationships, evaluating personnel, and determining salary and wage levels. Among educational researchers and practicing school and district administrators, there is almost universal agreement that effective job description programs are fundamental to good school management.

The application of such programs, however, varies between school districts. Differences occur regarding frequency of revision, responsibility for preparing and updating, and the appropriate use of job descriptions. This ERS Report, *Job Descriptions in Public Schools*, presents the current practices of school districts across the nation in respect to the operation of a job description program. An examination of these practices can serve to aid local school district management in making decisions concerning the development or the revision of district job descriptions. In addition, it should be helpful to operating managers to have a variety of sample job descriptions that they can draw upon for ideas as they develop their own job descriptions.

While almost all districts responding to the survey indicated that they use job descriptions, it is clear from some of the responses that the job of formulating and updating job descriptions is difficult, and is seen as an onerous task by many of the people responsible for writing job descriptions. It is for this reason that ERS is making additional job descriptions available to interested school districts to assist with the task of job description writing. If you would like information on how to obtain additional job descriptions, please contact ERS.

ERS expresses appreciation to the many school administrators who responded to this study. Without their cooperation, this publication would not have been possible.

Glen Robinson
Director of Research
Educational Research Service

OVERVIEW

- Almost all (98.1 percent) of the 947 school districts that responded to the ERS survey questionnaire reported having job descriptions for at least some of the positions for which persons were employed.
- 1.8 percent of school districts reported having no job descriptions.
- Most of the districts reporting no job descriptions enrolled less than 10,000 pupils.
- The following opinions (strongly agree or tend to agree) regarding job descriptions were reported by respondents:

  96.1 percent — are essential for defining job content and scope;

  94.3 percent — make job classification more accurate;

  93.2 percent — are essential in orienting new employees;

  93.2 percent — are indispensable tools in personnel management;

  93.1 percent — can be important resources in planning; and

  92.5 percent — are important tools for job analysis studies.

THE FOLLOWING HIGHLIGHTS ARE BASED ON INFORMATION REPORTED BY THE 929 RESPONDENTS (98.1 percent of all respondents) THAT INDICATED THEIR DISTRICTS HAVE JOB DESCRIPTIONS.

- The most frequently used job descriptions in the reporting districts are the following: principals (97.0 percent), directors, managers, coordinators, supervisors (93.3 percent), clerical personnel (91.7 percent), superintendent (90.0 percent), custodians (88.3 percent), and teacher aides (87.6 percent).
- Bus driver is the position for which job descriptions are least frequently used in the responding school districts (65.7 percent).
- The personnel administrator is the person most frequently involved in the preparation of job descriptions in responding school districts.
- The employee union is the group least commonly involved in job description preparation.
- "Occasionally but unscheduled" is the most commonly reported cycle for revision of job descriptions. "When a position becomes vacant" is the second most common answer.
- Central office administration job descriptions are revised more frequently than other categories of job descriptions.
- The board of education has the final authority for approving changes in job descriptions in the majority of school districts.
- The personnel administrator most frequently has primary responsibility for updating job descriptions for all positions.

- School districts use job descriptions for the following purposes, as measured by a rank ordering by frequency of response of all participating districts:
  - to define job (95.8 percent);
  - to advertise job (88.1 percent);
  - to orient employees (77.2 percent);
  - to evaluate employees (76.2 percent);
  - to screen applicants (70.2 percent);
  - to prepare job requisition (52.4 percent);
  - to conduct compensation studies (44.0 percent);
  - to maintain balance among employees (23.9 percent); and
  - to bargain with employee groups (23.6 percent).
- Very small districts reported having a superintendent job description (95.0 percent) more frequently than large districts (83.7 percent).
- Large and medium districts more frequently have job descriptions for support personnel than do small and very small districts.
- The superintendent prepares job descriptions for central office and school building administration more frequently in very small districts than in other sized districts.
- The superintendent has a much more significant role in updating job descriptions in very small districts than in other sized districts.
- The personnel administrator has a much more significant role in updating job descriptions in larger districts than in other sized districts.
- The frequency of involvement of the board of education in approving job description changes increases as the enrollment of the school system decreases.
- The frequency of involvement of the personnel administrator in approving job description changes increases as the enrollment of the school system increases.
- Districts in the Far West use job descriptions to bargain with employee groups more frequently than districts in other regions.
- Far Western districts use job descriptions to advertise jobs more frequently than districts in any other regions.
- Districts in the Far West report a greater use of job descriptions to conduct compensation studies than do other regions.

PART I -- INTRODUCTION

The interest and attention given to job description programs by public school management steadily increased in the 1980's. Information regarding current job description uses and practices, development, and preparation has been sought by school administrators across the country. The ability to serve these requests has been limited by the lack of research on the current status of job descriptions in public school management. To fill this need, ERS decided to conduct a nationwide study of school districts regarding use of job descriptions.

In December 1993, ERS asked a sample of school districts throughout the United States about their current use of job descriptions. The data collected represent the most recent and comprehensive collection available on school district use of job descriptions. Specifically, the survey collected data on the following topics:

- superintendents' attitudes toward 25 statements regarding job descriptions;
- positions for which job descriptions exist;
- uses of job descriptions;
- persons or groups involved in job description preparation;
- frequency of revision of job descriptions;
- responsibility for updating job descriptions; and
- authority for approving changes in job descriptions.

This publication, *Job Descriptions in Public Schools*, presents both a summary of the results of the survey and a broad range of samples of job descriptions for various school district staff positions.

Survey and Sample Design

Educational Research Service surveyed 1,793 school system superintendents throughout the United States in December 1993 regarding the use of job descriptions in their districts.

The superintendents were asked to answer questions concerning procedures used by their school systems pertaining to job descriptions; they were asked to express attitudes toward their use and, if available, to send sample copies. The findings of this survey reflect the data reported by responding school systems.

The survey instrument, *National Survey of Job Descriptions*, was mailed to a national sample stratified by pupil enrollment. The sample, selected from the nation's 11,176 school districts of 300 or more, surveyed all school systems enrolling 10,000 or more pupils. This comprises all medium (10,000 to 24,999) and large (25,000 or more) school systems in the nation. The sample also included a random selection in both the very small (300 to 2,499) and small (2,500 to 9,999) enrollment categories. One in five were randomly chosen for the small category and one in fifteen for the very small group.

Usable returns were received from 947 school systems, a 52.8 percent return. A profile of responding districts is shown in Figures A-D on pages 3 and 4. Table A shows the composition of the respondent group by enrollment size.

Table A. - Responses to the Survey on School District Uses of Job Descriptions

Enrollment Group	Number of Systems	Number in Panel Queried	Number Responding	Percent Responding	Percent of Total
Large 25,000 or More	202	202	135	66.8	14.3
Medium 10,000 to 24,999	501	501	281	56.1	29.7
Small 2,500 to 9,999	2,935	587	326	55.5	34.4
Very Small 300 to 2,499	7,538	503	205	40.8	21.6
Total	2,935	1,793	947	52.8	100.0

Methods of Tabulation and Proper Use of Data

The tables containing summary data provide information on some or all of the following:

- All reporting systems
- Four enrollment groups of school systems:
  - 25,000 or more pupils
  - 10,000 to 24,999 pupils
  - 2,500 to 9,999 pupils
  - 300 to 2,499 pupils
- Eight regional groupings of school systems:

New England	Plains
Mideast	Southwest
Southeast	Rocky Mountains
Great Lakes	Far West

Tables 1 and 2 summarize information for all respondents to the survey. Tables 3 through 8 contain data from those districts that indicated the use of job descriptions (98.1 percent of the respondents).

For proper use of the data, the nature of the sample and limitations of the data must be recognized.

The data reported for the large (25,000 or more pupils) and medium (10,000 to 24,999) strata are not subject to sampling error, since all of these school systems are included in the survey. However, these data may be subject to nonresponse bias. The data reported for the small (2,500 to 9,999) and very small (300 to 2,499) strata may be subject to both nonresponse and sampling error.

However, the error potential associated with reported percentages due to sampling variation can be estimated. Appendix A and Appendix B assist users of these data in drawing inferences about the population. Appendix A shows the number of percentage points that should be subtracted from and added to an observed sample percentage in order to obtain the approximate 90 percent confidence limits for the corresponding population. Such limits include the population percentage about 90 times in 100. For example, consider the sample estimate that 97.6 percent of the 205 school districts in the "300 to 2,499" enrollment group (see Table 1 on page 6) use job descriptions. To make an inference about the corresponding percentage of all school districts in this enrollment group, the following procedure is used. Since 97.6 percent is nearer to 90 percent than any other percentage shown in the column headings of Appendix A, this figure is entered in the column headed "10% or 90%." The observed percentage is based on a group of 205; therefore, the percentage appears in the row labeled "200-299." At the intersection of this designated row and column, a value of 3.5 percentage points is found. This percentage is subtracted from and added to the observed percentage in order to obtain the approximate 90 percent confidence limits (which are 94.1 and 100).

Therefore, assuming the nonresponse error is negligible, it can be stated with 90 percent confidence that the interval from 94.1 to 100 percent includes the true percentage for all school districts with enrollments of less than 2,500.

Appendix B shows the amount of expected difference between two sample percentages as a result of sampling variation for different subgroup sizes, again assuming that nonresponse error is negligible. The table gives the approximate minimum number of percentage points by which two observed percentages must differ in order for one to infer with approximately 90 percent confidence that the corresponding population percentages are different. In other words, if the difference between the observed percentages exceeds the values given at the intersection of the appropriate row and column in the proper section of the table, it may be stated with approximately 90 percent confidence that the corresponding population percentages are different.

To illustrate the use of Appendix B, consider the sampling estimate that 60.0 percent of the 135 districts that use job descriptions and are in the "25,000 or more" enrollment group use these documents to prepare job requisitions. (See Table 4, page 13.) Compare this figure to the corresponding percentage of 47.5 for the 200 respondents in the "Less than 2,500" group. Is the sample difference of 12.5 percentage points large enough to infer with approximately 90 percent confidence that a higher proportion of those in the "25,000 or more" enrollment group use job descriptions to prepare job requisitions? The percentages for the total population might not be significantly different, even though those for the two samples demonstrate a difference.

Both percentages are entered in the section of Appendix B labeled "For percentages from 35 to 65." Each section of the table is symmetrical; either group size may be used to determine the proper column to enter and the other used to determine the proper row. One group size is 200; the column headed 150-249 is chosen. The other group size is 135; the row 50-149 is chosen. At the intersection of the selected row and column is found the value of 10.1 percentage points. Since the observed difference is 12.5 percentage points, it

FIGURE A.–Use of Job Descriptions of Those Districts Responding to ERS Survey

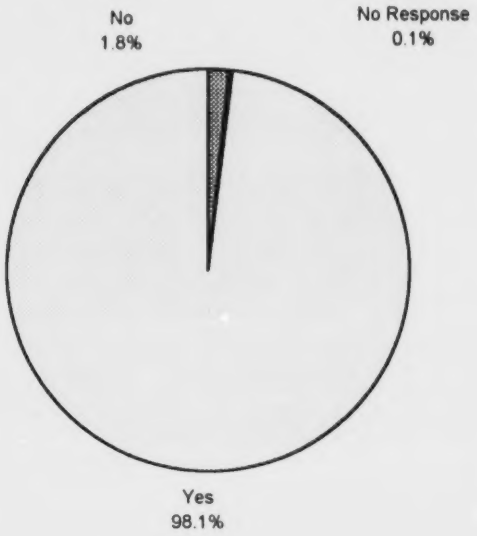


FIGURE B.--Management Policy of Those Districts Responding to ERS Survey

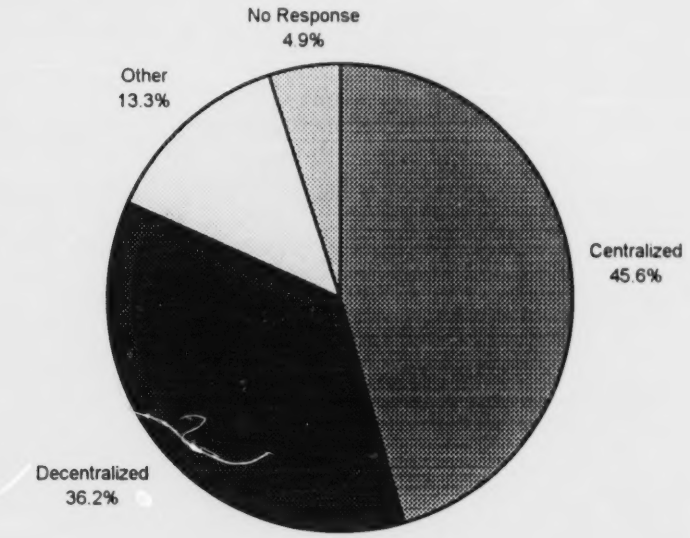


FIGURE C.--Community Type of Those Districts Responding to ERS Survey

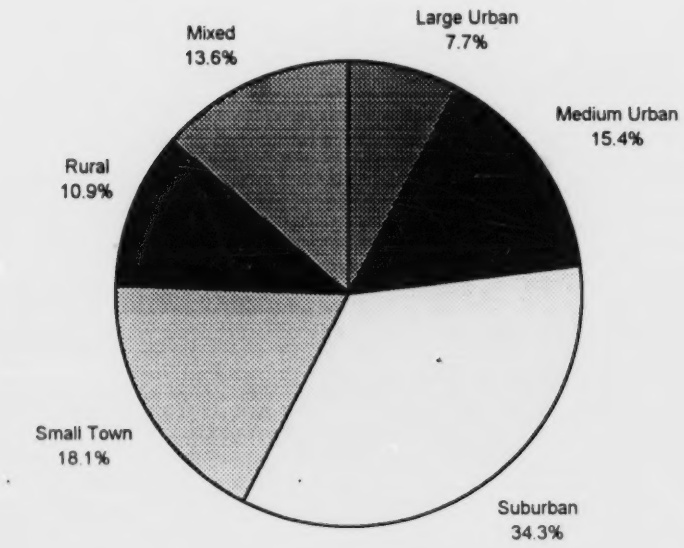
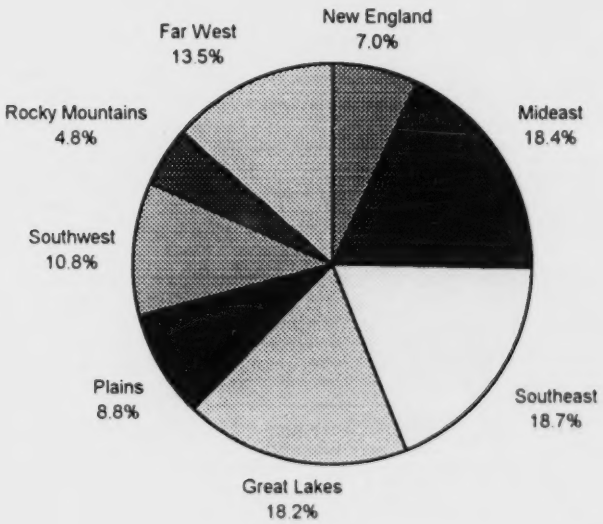


FIGURE D.--Geographic Region of Those Districts Responding to ERS Survey



is therefore concluded that the sample evidence is sufficient to infer with 90 percent confidence that more of the districts in the "25,000 or more" category use job descriptions to prepare job requisitions.

Percentage points provided in the tables are based on the assumption that nonresponse error or bias was negligible. Nevertheless, the possibility of nonresponse bias should be taken into account when making inferences about a population from the corresponding sample percentages.

Reporting districts were post-stratified into regional groups. Since no effort was made by ERS to select a representative sample of school districts from each region, these data should be subject to both sampling and response variation.

PART II--OVERVIEW OF SCHOOL DISTRICT USES OF JOB DESCRIPTIONS

Number of School Systems Having Job Descriptions -- *Table 1* indicates that 98.1 percent of the total number of responding districts have job descriptions for at least some of the positions for which persons are employed in the system, while 1.8 percent have no job descriptions.

Attitudes Toward Job Descriptions -- Those participating in the ERS survey were asked to indicate the extent of their agreement or disagreement regarding 25 different statements about job descriptions. *Table 2* shows that the greatest consensus of agreement among all districts is in the area of job content and scope. A majority of the districts (56.3 percent) strongly agree that job descriptions are essential for defining job content and scope.

Positions For Which Job Descriptions Exist -- The areas for which the district currently has written job descriptions were evaluated. The most frequently reported job description is for school principals. An overwhelming majority (97.0 percent) of responding systems that indicated having job descriptions for at least some positions reported having descriptions for principals. (See *Table 3.*)

Use of Job Descriptions -- ERS sought information to indicate the various ways in which districts currently use job descriptions. *Table 4* shows that the greatest use of job descriptions is to define the job. Regional differences are also shown here. For example, districts in the Far Western region rely on job descriptions to bargain with employee groups much more than districts in any other region. Far Western districts report using job descriptions to advertise jobs more than districts in other regions. Southwestern districts use job descriptions as a way to maintain equity in workload more than other regions.

Who Prepares Job Descriptions -- Responding districts were asked to designate the persons or the groups involved in the preparation of job descriptions the last time they were prepared. Opportunities to answer were divided into five categories: central office administration, school building administration, teachers, school building professional staff, and support personnel. The personnel administrator is relied on most frequently in preparation of job descriptions for each of these categories. (See Tables 5A, 5B, 5C, 5D, 5E.)

Frequency of Revision -- School systems were asked to designate how often their job descriptions were revised in each of five categories: central office administration, school building administration, teachers, school building professional staff, and support personnel. In each of these five categories, revisions occurred most frequently "when a position becomes vacant." The most popular answer, however was "Occasionally but unscheduled." (See *Tables 6A, 6B, 6C, 6D, 6E.)*

Responsibility for Updating -- Responding districts indicated the person responsible for updating job descriptions in each of five categories: central office administration, school building administration, teachers, school building professional staff, and support personnel. Central office and school building administration job descriptions are usually updated by either the superintendent or the personnel administrator; teachers, professional staff and support personnel job descriptions are most frequently updated by the personnel administrator. (See *Tables 7A, 7B, 7C, 7D, 7E.)*

Final Authority for Approving Changes -- School systems were asked to designate the person or group that had the final authority for approving job description changes. Over half of those districts responding delegated the final authority to the board of education. (See *Table 8.*)

TABLE 1.--PERCENT OF SCHOOL DISTRICTS HAVING JOB DESCRIPTIONS, BY ENROLLMENT GROUP

	ENROLLMENT GROUP				
	TOTAL-ALL REPORTING SYSTEMS	25,000 OR MORE	10,000 TO 24,999	2,500 TO 9,999	300 TO 2,499
YES	98.1	100.0	98.6	97.2	97.6
NO	1.8	-	1.4	2.5	2.4
NO RESPONSE	0.1	-	-	0.3	-
NUMBER RESPONDING	947	135	281	326	205

- Data not available.

TABLE 2.--ATTITUDES TOWARD JOB DESCRIPTIONS, BY ENROLLMENT GROUP

	ENROLLMENT GROUP				
	TOTAL-ALL REPORTING SYSTEMS	25,000 OR MORE	10,000 TO 24,999	2,500 TO 9,999	300 TO 2,499
ESSENTIAL FOR DEFINING JOB CONTENT AND SCOPE:					
STRONGLY AGREE	56.3	69.6	59.9	53.0	47.5
TEND TO AGREE	39.8	27.4	37.5	42.6	47.0
TEND TO DISAGREE	2.7	0.7	1.4	3.5	4.5
STRONGLY DISAGREE	0.6	1.5	0.7	0.3	0.5
NO RESPONSE	0.5	0.7	0.4	0.6	0.5
INDISPENSABLE TOOLS IN PERSONNEL MANAGEMENT:					
STRONGLY AGREE	49.9	64.4	56.7	45.4	38.0
TEND TO AGREE	43.3	31.1	38.3	46.7	53.0
TEND TO DISAGREE	5.7	3.0	4.0	6.9	8.0
STRONGLY DISAGREE	0.8	1.5	0.7	0.6	0.5
NO RESPONSE	0.3	-	0.4	0.3	0.5
ESSENTIAL IN ORIENTING NEW EMPLOYEES:					
STRONGLY AGREE	45.2	48.9	51.6	41.6	39.5
TEND TO AGREE	48.0	43.7	40.4	52.7	54.0
TEND TO DISAGREE	5.6	4.4	6.5	5.0	6.0
STRONGLY DISAGREE	0.6	1.5	0.7	0.3	0.5
NO RESPONSE	0.5	1.5	0.7	0.3	-

TABLE 2.--ATTITUDES TOWARD JOB DESCRIPTIONS, BY ENROLLMENT GROUP (CONTINUED)

	ENROLLMENT GROUP				
	TOTAL-ALL REPORTING SYSTEMS	25,000 OR MORE	10,000 TO 24,999	2,500 TO 9,999	300 TO 2,499
IMPORTANT TOOLS FOR JOB ANALYSIS STUDIES:					
STRONGLY AGREE	47.1	64.4	55.2	40.4	35.0
TEND TO AGREE	45.4	31.1	39.4	51.7	53.5
TEND TO DISAGREE	5.9	2.2	3.6	6.6	10.5
STRONGLY DISAGREE	0.5	1.5	0.7	-	0.5
NO RESPONSE	1.0	0.7	1.1	1.3	0.5
MAKE JOB CLASSIFICATION MORE ACCURATE:					
STRONGLY AGREE	37.7	53.3	44.0	32.5	26.5
TEND TO AGREE	56.6	43.0	49.8	62.8	65.5
TEND TO DISAGREE	5.0	3.7	4.7	4.1	7.5
STRONGLY DISAGREE	0.2	-	0.4	-	0.5
NO RESPONSE	0.5	-	1.1	0.6	-
USEFUL AS PRE-EMPLOYMENT TOOLS:					
STRONGLY AGREE	39.4	49.6	43.0	37.5	30.5
TEND TO AGREE	50.7	43.0	45.5	53.9	58.0
TEND TO DISAGREE	4.4	3.0	5.8	3.5	5.0
STRONGLY DISAGREE	1.4	2.2	1.4	0.3	2.5
NO RESPONSE	4.1	2.2	4.3	4.7	4.0
CAN BE IMPORTANT RESOURCES IN PLANNING:					
STRONGLY AGREE	36.6	41.5	39.0	36.6	30.0
TEND TO AGREE	56.5	50.4	53.8	58.4	61.5
TEND TO DISAGREE	5.9	6.7	6.1	4.7	7.0
STRONGLY DISAGREE	0.6	0.7	0.7	0.3	1.0
NO RESPONSE	0.3	0.7	0.4	-	0.5
ENABLE SUPERVISORS TO DO THEIR JOB MORE EFFECTIVELY:					
STRONGLY AGREE	28.5	31.9	32.9	25.9	24.5
TEND TO AGREE	59.2	57.8	53.4	63.4	61.5
TEND TO DISAGREE	7.4	8.1	8.3	5.7	8.5
STRONGLY DISAGREE	1.1	-	1.8	0.3	2.0
NO RESPONSE	3.8	2.2	3.6	4.7	3.5

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TABLE 2.--ATTITUDES TOWARD JOB DESCRIPTIONS, BY ENROLLMENT GROUP (CONTINUED)

	ENROLLMENT GROUP				
	TOTAL-ALL REPORTING SYSTEMS	25,000 OR MORE	10,000 TO 24,999	2,500 TO 9,999	300 TO 2,499
FACILITATE THE SALARY DETERMINATION PROCESS:					
STRONGLY AGREE	26.9	45.2	32.9	22.1	14.0
TEND TO AGREE	53.5	41.5	52.3	57.1	57.5
TEND TO DISAGREE	16.6	12.6	11.9	17.4	24.5
STRONGLY DISAGREE	2.5	0.7	2.2	2.8	3.5
NO RESPONSE	0.5	-	0.7	0.6	0.5
BASIC IN DESIGNING STAFF DEVELOPMENT PROGRAMS:					
STRONGLY AGREE	15.6	20.0	19.1	14.5	9.5
TEND TO AGREE	53.7	50.4	54.9	50.5	59.5
TEND TO DISAGREE	23.9	24.4	19.1	27.4	24.5
STRONGLY DISAGREE	2.5	3.0	3.2	1.9	2.0
NO RESPONSE	4.3	2.2	3.6	5.7	4.5
USEFUL IN MAINTAINING EQUITY IN WORKLOAD:					
STRONGLY AGREE	17.2	20.7	23.8	14.5	10.0
TEND TO AGREE	60.7	58.5	54.2	64.0	66.0
TEND TO DISAGREE	15.4	15.6	14.4	14.5	18.0
STRONGLY DISAGREE	2.5	3.0	3.2	1.9	2.0
NO RESPONSE	4.2	2.2	4.3	5.0	4.0
CAN BE USED AS COMMUNICATION LINKAGES:					
STRONGLY AGREE	23.0	34.8	27.1	20.2	14.0
TEND TO AGREE	66.3	59.3	62.1	68.5	73.5
TEND TO DISAGREE	6.1	3.0	5.1	6.9	8.5
STRONGLY DISAGREE	0.6	0.7	1.4	-	0.5
NO RESPONSE	3.9	2.2	4.3	4.4	3.5
TRANSLATE DISTRICT GOALS INTO JOB EXPECTATIONS:					
STRONGLY AGREE	25.8	28.9	30.7	24.0	20.0
TEND TO AGREE	59.8	56.3	53.8	63.1	65.5
TEND TO DISAGREE	12.4	13.3	12.6	11.7	12.5
STRONGLY DISAGREE	1.4	1.5	1.8	0.9	1.5
NO RESPONSE	0.5	-	1.1	0.3	0.5

TABLE 2.--ATTITUDES TOWARD JOB DESCRIPTIONS, BY ENROLLMENT GROUP (CONTINUED)

	ENROLLMENT GROUP				
	TOTAL-ALL REPORTING SYSTEMS	25,000 OR MORE	10,000 TO 24,999	2,500 TO 9,999	300 TO 2,499
ESSENTIAL IN ANALYZING ORGANIZATIONAL STRUCTURE:					
STRONGLY AGREE	29.4	37.0	34.7	26.5	21.5
TEND TO AGREE	54.7	51.9	48.4	58.0	60.0
TEND TO DISAGREE	11.0	8.9	10.8	10.7	13.0
STRONGLY DISAGREE	0.6	-	1.4	-	1.0
NO RESPONSE	4.3	2.2	4.7	4.7	4.5
USEFUL IN DISMISSING INCOMPETENT EMPLOYEES:					
STRONGLY AGREE	40.2	37.8	45.5	39.4	35.5
TEND TO AGREE	46.8	51.9	40.4	49.2	48.5
TEND TO DISAGREE	8.0	6.7	8.7	5.7	11.5
STRONGLY DISAGREE	1.2	1.5	1.4	0.9	1.0
NO RESPONSE	3.9	2.2	4.0	4.7	3.5
SHOULD HAVE AUTHORITY LISTED WITH EACH RESPONSIBILITY:					
STRONGLY AGREE	18.5	19.3	18.8	19.6	16.0
TEND TO AGREE	53.1	48.1	49.1	54.9	59.0
TEND TO DISAGREE	21.0	27.4	23.5	17.0	19.5
STRONGLY DISAGREE	2.0	1.5	2.9	2.2	1.0
NO RESPONSE	5.4	3.7	5.8	6.3	4.5
A MEANS TO MOTIVATE SELF-IMPROVEMENT:					
STRONGLY AGREE	12.4	11.1	16.6	12.0	8.0
TEND TO AGREE	59.8	68.1	58.1	56.5	62.0
TEND TO DISAGREE	21.1	17.0	17.3	24.3	24.0
STRONGLY DISAGREE	2.6	1.5	4.0	2.5	1.5
NO RESPONSE	4.1	2.2	4.0	4.7	4.5
TOO OFTEN IGNORED BY EMPLOYEES:					
STRONGLY AGREE	15.2	11.1	13.4	14.8	21.0
TEND TO AGREE	51.8	50.4	52.0	51.7	52.5
TEND TO DISAGREE	29.2	31.9	30.7	30.3	23.5
STRONGLY DISAGREE	3.1	5.9	3.2	2.8	1.5
NO RESPONSE	0.8	0.7	0.7	0.3	1.5

TABLE 2.--ATTITUDES TOWARD JOB DESCRIPTIONS, BY ENROLLMENT GROUP (CONTINUED)

	ENROLLMENT GROUP				
	TOTAL-ALL REPORTING SYSTEMS	25,000 OR MORE	10,000 TO 24,999	2,500 TO 9,999	300 TO 2,499
OVERFORMALIZE THE WORK RELATIONSHIP:					
STRONGLY AGREE	2.8	1.5	4.0	2.5	2.5
TEND TO AGREE	14.5	14.1	13.0	15.1	16.0
TEND TO DISAGREE	59.7	55.6	60.3	59.0	63.0
STRONGLY DISAGREE	22.1	28.1	21.3	22.7	18.0
NO RESPONSE	0.9	0.7	1.4	0.6	0.5
GOOD IN THEORY, BUT TEND TO BECOME TOO BUREAUCRATIC:					
STRONGLY AGREE	3.1	4.4	4.0	1.9	3.0
TEND TO AGREE	17.8	15.6	18.4	17.4	19.0
TEND TO DISAGREE	51.8	56.3	46.6	52.1	55.5
STRONGLY DISAGREE	23.1	21.5	27.1	23.3	18.5
NO RESPONSE	4.2	2.2	4.0	5.4	4.0
IMPORTANT, BUT NOT WORTH THE EFFORT:					
STRONGLY AGREE	3.1	1.5	4.0	3.8	2.0
TEND TO AGREE	5.1	3.0	4.0	5.7	7.0
TEND TO DISAGREE	38.3	28.1	37.5	41.0	42.0
STRONGLY DISAGREE	53.0	67.4	53.4	49.2	48.5
NO RESPONSE	0.5	-	1.1	0.3	0.5
RESTRICT CREATIVITY IN EMPLOYEES:					
STRONGLY AGREE	1.8	0.7	2.5	2.2	1.0
TEND TO AGREE	10.8	11.1	6.9	10.4	16.5
TEND TO DISAGREE	51.1	42.2	50.5	54.3	53.0
STRONGLY DISAGREE	35.6	45.9	39.0	32.5	29.0
NO RESPONSE	0.6	-	1.1	0.6	0.5
TOO TIME CONSUMING:					
STRONGLY AGREE	2.7	3.7	3.6	2.8	0.5
TEND TO AGREE	15.6	15.6	17.0	13.6	17.0
TEND TO DISAGREE	45.5	40.7	40.8	50.2	48.0
STRONGLY DISAGREE	31.8	37.8	34.3	28.4	29.5
NO RESPONSE	4.4	2.2	4.3	5.0	5.0

TABLE 2.--ATTITUDES TOWARD JOB DESCRIPTIONS, BY ENROLLMENT GROUP (CONTINUED)

	ENROLLMENT GROUP				
	TOTAL-ALL REPORTING SYSTEMS	25,000 OR MORE	10,000 TO 24,999	2,500 TO 9,999	300 TO 2,499
CREATE EMPLOYEE DISSENSION:					
STRONGLY AGREE.....	0.5	-	1.4	-	0.5
TEND TO AGREE.....	5.0	5.2	4.0	5.4	5.5
TEND TO DISAGREE.....	43.9	39.3	41.5	45.1	48.5
STRONGLY DISAGREE.....	46.6	53.3	48.7	45.1	41.5
NO RESPONSE.....	4.0	2.2	4.3	4.4	4.0
HAMPER EVALUATION OF EMPLOYEES:					
STRONGLY AGREE.....	1.1	0.7	0.7	1.3	1.5
TEND TO AGREE.....	2.5	1.5	2.9	2.8	2.0
TEND TO DISAGREE.....	37.4	33.3	31.8	40.4	43.0
STRONGLY DISAGREE.....	55 2	62.2	60.6	51.1	49.5
NO RESPONSE.....	3.9	2.2	4.0	4.4	4.0
NUMBER RESPONDING.....	929	135	277	317	200

- Data not available.

TABLE 3.--POSITIONS FOR WHICH JOB DESCRIPTIONS EXIST, BY ENROLLMENT GROUP

	ENROLLMENT GROUP				
	TOTAL-ALL REPORTING SYSTEMS	25,000 OR MORE	10,000 TO 24,999	2,500 TO 9,999	300 TO 2,499
CENTRAL OFFICE ADMINISTRATORS:					
SUPERINTENDENT	90.0	83.7	87.0	92.1	95.0
DEPUTY/ASSOC./ASST. SUPERINTENDENTS	81.4	96.3	91.0	88.6	46.5
DIRECTORS, MANAGERS, COORDINATORS, AND SUPERVISORS	93.3	99.3	96.8	96.8	79.0
OTHER	18.0	27.4	14.4	18.0	16.5
SCHOOL BLDG. ADMINISTRATORS:					
PRINCIPALS	97.0	97.0	97.5	96.8	96.5
ASST./VICE PRINCIPALS	87.4	95.6	92.8	91.2	68.5
OTHER	29.3	42.2	31.4	27.1	21.0
TEACHERS:					
CLASSROOM TEACHERS	77.8	79.3	81.2	77.6	72.5
OTHER	16.8	21.5	17.3	16.7	13.0
AUX. PROFESSIONAL PERSONNEL:					
COUNSELORS	79.9	83.7	84.8	77.0	75.0
LIBRARIANS	76.3	80.0	78.7	74.1	74.0
SCHOOL NURSES	72.2	74.8	78.7	69.1	66.5
OTHER	10.2	18.5	10.8	9.5	5.0
SUPPORT PERSONNEL:					
CLERICAL	91.7	97.0	93.9	88.6	90.0
TEACHER AIDES	87.6	92.6	91.3	86.4	81.0
CUSTODIANS	88.3	92.6	89.5	84.5	89.5
CAFETERIA WORKERS	77.1	91.1	85.2	69.1	69.0
BUS DRIVERS	65.7	77.0	76.5	59.6	52.5
OTHER	18.9	31.9	21.7	17.4	9.0
NUMBER RESPONDING	929	135	277	317	200

TABLE 4.--WAYS DISTRICTS USE JOB DESCRIPTIONS, BY ENROLLMENT GROUP AND GEOGRAPHIC REGION

	ENROLLMENT GROUP					GEOGRAPHIC REGION							
	TOTAL-ALL REPORTING SYSTEMS	25,000 OR MORE	10,000 TO 24,999	2,500 TO 9,999	300 TO 2,499	NEW ENGLAND	MIDEAST	SOUTH-EAST	GREAT LAKES	PLAINS	SOUTH-WEST	ROCKY MOUN-TAINS	FAR WEST
TO DEFINE JOB.....	95.8	94.1	97.5	96.2	94.0	93.8	95.3	96.0	94.6	97.4	97.0	93.2	97.6
TO ORIENT EMPLOYEES.....	77.2	71.9	75.1	79.5	80.0	70.3	73.3	78.3	82.1	75.6	70.3	84.1	81.9
TO EVALUATE EMPLOYEES.....	76.2	71.9	77.6	75.1	79.0	62.5	72.7	73.7	79.2	73.1	80.2	86.4	82.7
TO ADVERTISE JOB.....	88.1	97.0	94.2	85.5	77.5	84.4	83.7	92.0	82.7	76.9	94.1	90.9	98.4
TO SCREEN APPLICANTS.....	70.2	85.2	72.2	67.5	61.5	67.2	66.9	73.7	64.3	64.1	67.3	68.2	85.8
TO PREPARE JOB REQUISITION.....	52.4	60.0	60.6	45.1	47.5	42.2	43.6	52.0	47.0	61.5	52.5	56.8	70.1
TO CONDUCT COMPENSATION STUDIES.	44.0	71.1	54.5	34.7	26.0	18.8	22.7	53.1	32.7	42.3	67.3	40.9	71.7
TO MAINTAIN BALANCE AMONG EMPLOYEES.....	23.9	31.1	23.1	22.1	23.0	14.1	22.7	24.6	25.6	24.4	25.7	25.0	25.2
TO BARGAIN WITH EMPLOYEE GROUPS.	23.6	26.7	24.2	24.3	19.5	34.4	24.4	8.0	32.1	12.8	7.9	4.5	52.8
OTHER.....	1.9	2.2	1.8	1.6	2.5	-	2.3	-	3.0	5.1	1.0	-	3.1
NUMBER RESPONDING.....	929	135	277	317	200	64	172	175	168	78	101	44	127

- Data not available.

TABLE 5A.--WHO PREPARES CENTRAL OFFICE JOB DESCRIPTIONS, BY ENROLLMENT GROUP

	ENROLLMENT GROUP				
	TOTAL-ALL REPORTING SYSTEMS	25,000 OR MORE	10,000 TO 24,999	2,500 TO 9,999	300 TO 2,499
CENTRAL OFFICE ADMINISTRATION:					
IMMEDIATE SUPERVISOR	43.2	58.5	49.1	38.5	32.0
PERSONNEL OFFICE	49.1	77.8	63.9	46.4	13.5
SUPERINTENDENT	45.2	27.4	33.2	54.3	59.5
EMPLOYEE AND SUPERVISOR	36.7	40.7	40.1	40.4	23.5
COMMITTEE	12.9	15.6	13.7	12.0	11.5
IN CONJUNCTION WITH EMPLOYEE UNION	2.5	3.7	2.5	2.5	1.5
OTHER	6.2	7.4	5.8	5.0	8.0
NOT KNOWN	2.6	1.5	1.8	1.9	5.5
NO RESPONSE	0.1	0.7	0.4	0.3	0.5
NUMBER RESPONDING	929	135	277	317	200

TABLE 5B.--WHO PREPARES SCHOOL BUILDING ADMINISTRATION JOB DESCRIPTIONS, BY ENROLLMENT GROUP

	ENROLLMENT GROUP				
	TOTAL-ALL REPORTING SYSTEMS	25,000 OR MORE	10,000 TO 24,999	2,500 TO 9,999	300 TO 2,499
SCHOOL BUILDING ADMINISTRATION:					
IMMEDIATE SUPERVISOR	38.4	54.1	40.8	35.0	30.0
PERSONNEL OFFICE	48.8	74.1	61.0	47.9	16.0
SUPERINTENDENT	38.3	20.0	26.0	46.4	55.0
EMPLOYEE AND SUPERVISOR	36.2	35.6	33.9	39.4	34.5
COMMITTEE	15.8	20.7	19.1	13.9	11.0
IN CONJUNCTION WITH EMPLOYEE UNION	3.4	5.2	2.9	3.8	2.5
OTHER	5.1	8.1	5.4	4.1	4.0
NOT KNOWN	2.7	1.5	2.2	2.2	5.0
NO RESPONSE	0.1	0.7	0.4	0.3	0.5
NUMBER RESPONDING	929	135	277	317	200

TABLE 5C.--WHO PREPARES CLASSROOM TEACHER JOB DESCRIPTIONS, BY ENROLLMENT GROUP

	ENROLLMENT GROUP				
	TOTAL-ALL REPORTING SYSTEMS	25,000 OR MORE	10,000 TO 24,999	2,500 TO 9,999	300 TO 2,499
CLASSROOM TEACHERS:					
IMMEDIATE SUPERVISOR.....	27.9	35.6	26.0	25.6	29.0
PERSONNEL OFFICE.....	43.9	63.7	53.8	45.4	14.5
SUPERINTENDENT.....	19.1	4.4	9.7	24.3	33.5
EMPLOYEE AND SUPERVISOR.....	24.0	19.3	24.5	23.0	28.0
COMMITTEE.....	20.5	20.7	22.7	20.5	17.0
IN CONJUNCTION WITH EMPLOYEE UNION....	15.4	17.0	14.1	16.7	14.0
OTHER.....	5.0	9.6	5.1	2.8	5.0
NOT KNOWN.....	3.6	3.7	2.5	2.8	6.0
NO RESPONSE.....	0.1	0.7	0.4	0.3	0.5
NUMBER RESPONDING.....	929	135	277	317	200

TABLE 5D.--WHO PREPARES SCHOOL PROFESSIONAL STAFF JOB DESCRIPTIONS, BY ENROLLMENT GROUP

	ENROLLMENT GROUP				
	TOTAL-ALL REPORTING SYSTEMS	25,000 OR MORE	10,000 TO 24,999	2,500 TO 9,999	300 TO 2,499
SCHOOL BUILDING PROFESSIONAL STAFF:					
IMMEDIATE SUPERVISOR.....	38.8	51.9	39.4	36.0	33.5
PERSONNEL OFFICE.....	46.9	70.4	55.6	48.6	16.5
SUPERINTENDENT.....	19.6	8.1	10.1	21.5	37.5
EMPLOYEE AND SUPERVISOR.....	30.8	35.6	31.0	27.8	32.0
COMMITTEE.....	16.1	20.7	16.6	16.4	12.0
IN CONJUNCTION WITH EMPLOYEE UNION....	8.4	10.4	8.3	10.1	4.5
OTHER.....	4.6	7.4	5.4	2.8	4.5
NOT KNOWN.....	3.1	2.2	2.5	2.2	6.0
NO RESPONSE.....	0.1	0.7	0.4	0.3	0.5
NUMBER RESPONDING.....	929	135	277	317	200

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TABLE 5E.--WHO PREPARES SUPPORT PERSONNEL JOB DESCRIPTIONS, BY ENROLLMENT GROUP

	ENROLLMENT GROUP				
	TOTAL-ALL REPORTING SYSTEMS	25,000 OR MORE	10,000 TO 24,999	2,500 TO 9,999	300 TO 2,499
SUPPORT PERSONNEL:					
IMMEDIATE SUPERVISOR.....	44.7	58.5	44.4	42.6	39.0
PERSONNEL OFFICE.....	49.7	72.6	58.5	52.7	17.5
SUPERINTENDENT.....	18.0	7.4	6.9	19.6	38.0
EMPLOYEE AND SUPERVISOR.....	34.9	35.6	35.0	35.3	33.5
COMMITTEE.....	18.5	25.2	20.2	18.0	12.5
IN CONJUNCTION WITH EMPLOYEE UNION....	14.6	19.3	14.1	16.1	10.0
OTHER.....	6.9	8.1	8.3	6.6	4.5
NOT KNOWN.....	2.6	1.5	1.4	2.2	5.5
NO RESPONSE.....	0.1	0.7	0.4	0.3	0.5
NUMBER RESPONDING.....	929	135	277	317	200

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TABLE 6A.--FREQUENCY OF REVISION OF CENTRAL OFFICE JOB DESCRIPTIONS, BY ENROLLMENT GROUP

	ENROLLMENT GROUP				
	TOTAL-ALL REPORTING SYSTEMS	25,000 OR MORE	10,000 TO 24,999	2,500 TO 9,999	300 TO 2,499
CENTRAL OFFICE ADMINISTRATION:					
EVERY YEAR	6.4	4.4	7.6	5.4	7.5
EVERY 2-3 YEARS	14.9	17.0	14.8	15.5	12.5
EVERY 4-5 YEARS	14.6	10.4	15.5	15.1	15.5
WHEN A POSITION BECOMES VACANT	38.1	43.0	37.5	40.1	32.5
WITH CONTRACT NEGOTIATIONS	1.0	-	0.4	1.6	1.5
OCCASIONALLY BUT UNSCHEDULED	38.8	43.0	39.7	35.6	39.5
OTHER	4.5	5.9	5.8	4.4	2.0
NO RESPONSE	0.1	0.7	0.4	0.3	0.5
NUMBER RESPONDING	929	135	277	317	200

- Data not available.

TABLE 6B.--FREQUENCY OF REVISION OF SCHOOL BUILDING ADMINISTRATION JOB DESCRIPTIONS, BY ENROLLMENT GROUP

	ENROLLMENT GROUP				
	TOTAL-ALL REPORTING SYSTEMS	25,000 OR MORE	10,000 TO 24,999	2,500 TO 9,999	300 TO 2,499
SCHOOL BUILDING ADMINISTRATION:					
EVERY YEAR	5.8	3.7	6.9	5.0	7.0
EVERY 2-3 YEARS	14.1	17.0	13.4	14.5	12.5
EVERY 4-5 YEARS	15.4	10.4	17.0	16.4	15.0
WHEN A POSITION BECOMES VACANT	29.3	31.1	25.3	31.9	29.5
WITH CONTRACT NEGOTIATIONS	1.4	-	0.7	2.5	1.5
OCCASIONALLY BUT UNSCHEDULED	40.9	46.7	41.5	38.8	39.5
OTHER	4.5	6.7	5.4	4.1	2.5
NO RESPONSE	0.1	0.7	0.4	0.3	0.5
NUMBER RESPONDING	929	135	277	317	200

- Data not available.

TABLE 6C.--FREQUENCY OF REVISION OF CLASSROOM TEACHER JOB DESCRIPTIONS, BY ENROLLMENT GROUP

	ENROLLMENT GROUP				
	TOTAL-ALL REPORTING SYSTEMS	25,000 OR MORE	10,000 TO 24,999	2,500 TO 9,999	300 TO 2,499
CLASSROOM TEACHERS:					
EVERY YEAR	4.4	3.0	4.7	4.1	5.5
EVERY 2-3 YEARS	9.9	13.3	10.5	10.1	6.5
EVERY 4-5 YEARS	13.6	8.1	14.8	13.6	15.5
WHEN A POSITION BECOMES VACANT	14.4	15.6	12.3	15.5	15.0
WITH CONTRACT NEGOTIATIONS	6.4	5.2	5.8	7.6	6.0
OCCASIONALLY BUT UNSCHEDULED	41.2	47.4	43.0	38.2	39.5
OTHER	5.0	6.7	4.3	4.7	5.0
NO RESPONSE	0.1	0.7	0.4	0.3	0.5
NUMBER RESPONDING	929	135	277	317	200

TABLE 6D.--FREQUENCY OF REVISION OF SCHOOL PROFESSIONAL STAFF JOB DESCRIPTIONS, BY ENROLLMENT GROUP

	ENROLLMENT GROUP				
	TOTAL-ALL REPORTING SYSTEMS	25,000 OR MORE	10,000 TO 24,999	2,500 TO 9,999	300 TO 2,499
SCHOOL BUILDING PROFESSIONAL STAFF:					
EVERY YEAR	5.4	3.7	6.5	4.4	6.5
EVERY 2-3 YEARS	11.1	14.1	11.6	11.4	8.0
EVERY 4-5 YEARS	13.7	10.4	15.2	12.9	15.0
WHEN A POSITION BECOMES VACANT	25.4	26.7	24.2	26.5	24.5
WITH CONTRACT NEGOTIATIONS	3.2	4.4	1.4	4.1	3.5
OCCASIONALLY BUT UNSCHEDULED	41.4	48.9	40.4	40.4	39.5
OTHER	4.3	6.7	4.7	4.1	2.5
NO RESPONSE	0.1	0.7	0.4	0.3	0.5
NUMBER RESPONDING	929	135	277	317	200

TABLE 6E.--FREQUENCY OF REVISION OF SUPPORT PERSONNEL JOB DESCRIPTIONS, BY ENROLLMENT GROUP

	ENROLLMENT GROUP				
	TOTAL-ALL REPORTING SYSTEMS	25,000 OR MORE	10,000 TO 24,999	2,500 TO 9,999	300 TO 2,499
SUPPORT PERSONNEL:					
EVERY YEAR	6.0	5.2	6.9	4.7	7.5
EVERY 2-3 YEARS	12.8	15.6	13.0	12.3	11.5
EVERY 4-5 YEARS	15.0	12.6	15.9	15.8	14.0
WHEN A POSITION BECOMES VACANT	27.4	32.6	26.0	28.4	24.5
WITH CONTRACT NEGOTIATIONS	6.5	6.7	5.1	6.9	7.5
OCCASIONALLY BUT UNSCHEDULED	41.8	45.9	41.2	42.3	39.0
OTHER	4.8	6.7	5.8	5.0	2.0
NO RESPONSE	0.1	0.7	0.4	0.3	0.5
NUMBER RESPONDING	929	135	277	317	200

TABLE 7A.--RESPONSIBILITY FOR UPDATING CENTRAL OFFICE JOB DESCRIPTIONS, BY ENROLLMENT GROUP

	ENROLLMENT GROUP				
	TOTAL-ALL REPORTING SYSTEMS	25,000 OR MORE	10,000 TO 24,999	2,500 TO 9,999	300 TO 2,499
CENTRAL OFFICE ADMINISTRATION:					
SUPERINTENDENT	46.9	23.0	27.4	54.9	77.5
PERSONNEL ADMINISTRATOR	58.0	76.3	77.3	60.9	14.5
IMMEDIATE SUPERVISOR MAKES FIRST DRAFT, CENTRAL OFFICE APPROVES	21.5	37.8	23.8	18.0	13.0
SUPERVISOR AND EMPLOYEE CONFER, CENTRAL OFFICE APPROVES	21.7	26.7	21.7	23.7	15.5
NO SPECIFIC PERSON DESIGNATED	1.3	1.5	2.2	0.9	0.5
OTHER	3.3	2.2	2.9	2.8	5.5
NO RESPONSE	0.1	0.7	0.4	0.3	0.5
NUMBER RESPONDING	929	135	277	317	200

TABLE 7B.--RESPONSIBILITY FOR UPDATING SCHOOL BUILDING ADMINISTRATION JOB DESCRIPTIONS, BY ENROLLMENT GROUP

	ENROLLMENT GROUP				
	TOTAL-ALL REPORTING SYSTEMS	25,000 OR MORE	10,000 TO 24,999	2,500 TO 9,999	300 TO 2,499
SCHOOL BUILDING ADMINISTRATION:					
SUPERINTENDENT	35.2	15.6	17.0	40.1	66.0
PERSONNEL ADMINISTRATOR	54.9	75.6	71.8	59.3	10.5
IMMEDIATE SUPERVISOR MAKES FIRST DRAFT, CENTRAL OFFICE APPROVES	23.8	36.3	25.6	20.2	18.5
SUPERVISOR AND EMPLOYEE CONFER, CENTRAL OFFICE APPROVES	24.7	25.2	21.3	28.4	23.0
NO SPECIFIC PERSON DESIGNATED	1.9	3.0	1.4	1.9	2.0
OTHER	3.1	1.5	2.5	2.8	5.5
NO RESPONSE	0.1	0.7	0.4	0.3	0.5
NUMBER RESPONDING	929	135	277	317	200

TABLE 7C.--RESPONSIBILITY FOR UPDATING CLASSROOM TEACHER JOB DESCRIPTIONS, BY ENROLLMENT GROUP

	ENROLLMENT GROUP				
	TOTAL-ALL REPORTING SYSTEMS	25,000 OR MORE	10,000 TO 24,999	2,500 TO 9,999	300 TO 2,499
CLASSROOM TEACHERS:					
SUPERINTENDENT	18.7	5.9	5.8	21.8	40.5
PERSONNEL ADMINISTRATOR	48.3	66.7	62.8	51.7	10.5
IMMEDIATE SUPERVISOR MAKES FIRST DRAFT, CENTRAL OFFICE APPROVES	20.3	23.7	17.7	21.8	19.5
SUPERVISOR AND EMPLOYEE CONFER, CENTRAL OFFICE APPROVES	19.8	17.0	17.3	21.5	22.5
NO SPECIFIC PERSON DESIGNATED	10.3	9.6	10.5	11.4	9.0
OTHER	4.5	2.2	4.3	4.4	6.5
NO RESPONSE	0.1	0.7	0.4	0.3	0.5
NUMBER RESPONDING	929	135	277	317	200

TABLE 7D.--RESPONSIBILITY FOR UPDATING SCHOOL PROFESSIONAL STAFF JOB DESCRIPTIONS, BY ENROLLMENT GROUP

	ENROLLMENT GROUP				
	TOTAL-ALL REPORTING SYSTEMS	25,000 OR MORE	10,000 TO 24,999	2,500 TO 9,999	300 TO 2,499
SCHOOL BUILDING PROFESSIONAL STAFF:					
SUPERINTENDENT	20.2	7.4	7.2	21.8	44.5
PERSONNEL ADMINISTRATOR	52.6	70.4	71.5	54.6	11.5
IMMEDIATE SUPERVISOR MAKES FIRST DRAFT, CENTRAL OFFICE APPROVES	29.1	40.0	28.9	26.2	26.5
SUPERVISOR AND EMPLOYEE CONFER, CENTRAL OFFICE APPROVES	24.0	25.2	19.9	26.8	24.5
NO SPECIFIC PERSON DESIGNATED	5.9	6.7	6.5	6.6	3.5
OTHER	3.7	1.5	2.5	4.4	5.5
NO RESPONSE	0.1	0.7	0.4	0.3	0.5
NUMBER RESPONDING	929	135	277	317	200

TABLE 7E.--RESPONSIBILITY FOR UPDATING SUPPORT PERSONNEL JOB DESCRIPTIONS, BY ENROLLMENT GROUP

	ENROLLMENT GROUP				
	TOTAL-ALL REPORTING SYSTEMS	25,000 OR MORE	10,000 TO 24,999	2,500 TO 9,999	300 TO 2,499
SUPPORT PERSONNEL:					
SUPERINTENDENT	19.1	5.2	5.1	20.2	46.0
PERSONNEL ADMINISTRATOR	54.3	69.6	72.2	56.8	15.0
IMMEDIATE SUPERVISOR MAKES FIRST DRAFT, CENTRAL OFFICE APPROVES	32.1	39.3	31.8	30.9	29.5
SUPERVISOR AND EMPLOYEE CONFER, CENTRAL OFFICE APPROVES	27.4	28.9	23.1	32.2	25.0
NO SPECIFIC PERSON DESIGNATED	9.0	10.4	9.0	10.1	6.5
OTHER	3.7	1.5	2.5	4.4	5.5
NO RESPONSE	0.1	0.7	0.4	0.3	0.5
NUMBER RESPONDING	929	135	277	317	200

TABLE 8.--FINAL AUTHORITY FOR APPROVING CHANGES IN JOB DESCRIPTIONS, BY ENROLLMENT GROUP

	ENROLLMENT GROUP				
	TOTAL-ALL REPORTING SYSTEMS	25,000 OR MORE	10,000 TO 24,999	2,500 TO 9,999	300 TO 2,499
BOARD OF EDUCATION.....	56.2	41.5	46.9	58.7	75.0
SUPERINTENDENT.....	26.0	25.2	27.1	29.3	20.0
PERSONNEL ADMINISTRATOR.....	10.9	18.5	17.0	8.8	0.5
PERSONNEL COMMITTEE.....	0.8	1.5	1.1	-	1.0
IMMEDIATE SUPERVISOR.....	1.8	3.7	2.5	1.3	0.5
NO RESPONSE.....	1.7	3.0	2.5	0.6	1.5
NUMBER RESPONDING.....	929	135	277	317	200

- Data not available.

PART III -- SAMPLE JOB DESCRIPTIONS

The job description samples that were selected for this publication are by no means all-inclusive. Included in the survey questionnaire was a request for districts to supply copies of the job descriptions currently in use. These samples were examined, and selections were made on the basis of position, title, content, and format. Except for minimal editing for clarity or brevity, descriptions remain in their original form.

The 31 samples represent a cross-section of school systems and positions. They portray varying academic environments in large, medium, small, and very small school systems. Inclusion of a specific job description does not imply endorsement by ERS or any of its sponsoring organizations.

Example 1 Superintendent, Ledyard School District, Ledyard, Connecticut

Example 2 Treasurer, Tulsa School District, Tulsa, Oklahoma

Example 3 Deputy Superintendent, Fairport Central School District, Fairport, New York

Example 4 Associate Superintendent, Matanuska-Susitna Borough School District, Palmer, Alaska

Example 5 Assistant Superintendent, Lakota School District, West Chester, Ohio

Example 6 Director of Administrative Services, Halifax County School District, Halifax, Virginia

Example 7 Director of Information Services, Pasco County School District, Land O' Lakes, Florida

Example 8 Budget Director, New Orleans School District, New Orleans, Louisiana

Example 9 Supervisor of Mathematics, Roanoke City Public Schools, Roanoke, Virginia

Example 10 Administrative Assistant to the Superintendent, Vestavia Hills City Schools, Birmingham, Alabama

Example 11 Reading Project Coordinator, SAU 37-Manchester, Manchester, New Hampshire

Example 12 Elementary Principal, Campbell County School District, Gillette, Wyoming

Example 13 Elementary Assistant Principal, Murphy Elementary School District No. 21, Phoenix, Arizona

Example 14 Middle School Principal, Cherry Creek School District No. 5, Englewood, Colorado

Example 15 Middle School Assistant Principal, Murrieta Valley Unified School District, Murrieta, California

Example 16 Senior High School Principal, Great Falls Public Schools, Great Falls, Montana

Example 17 High School Assistant Principal, Hobart Public Schools, Hobart, Indiana

Example 18 Learning Disability Specialist, Watkins Glen Central School District, Watkins Glen, New York

Example 19 Gifted and Talented Teacher, Chowchilla Elementary School District, Chowchilla, California

Example 20 Classroom Teacher, Center School District, Kansas City, Missouri

Example 21 Substitute Teacher, Niobrara County School District No. 1, Lusk, Wyoming

Example 22 Guidance Counselor, Fairview School District, Fairview, Pennsylvania

Example 23 Librarian, Denton Independent School District, Denton, Texas

Example 24 School Nurse, Greenville Public Schools, Greenville, Michigan

Example 25 Secretary to the Superintendent/Deputy Clerk for the Board of Education, Goodland Unified School District No. 352, Goodland, Kansas

Example 26 Payroll Clerk, Redding School District, Redding, California

Example 27 Instructional Aide, Round Valley Unified School District, Springville, Arizona

Example 28 School Aide, Bristol Warren Regional School District, Bristol, Rhode Island

Example 29 Head Custodian, Homer School District 33-C, Lockport, Illinois

Example 30 Bus Driver, Broken Bow Public Schools, Broken Bow, Nebraska

Example 31 Food Service Worker, Richardson Independent School District, Richardson, Texas

SCHOOL JOB DESCRIPTION PACKETS

FOR INFORMATION ABOUT HOW TO OBTAIN PACKETS OF JOB DESCRIPTIONS FOR SPECIFIC ADMINISTRATIVE, PROFESSIONAL, AND SUPPORT STAFF POSITIONS, SEE PAGE iii.

Ledyard School District
Ledyard, Connecticut

ENROLLMENT: 3,115
PER PUPIL EXPENDITURE: $6,333

JOB DESCRIPTION

TITLE:	Superintendent of Schools
QUALIFICATIONS:	Meets the full requirements for Superintendent certification for the State of Connecticut
REPORTS TO:	Board of Education
SUPERVISES:	All administrative and supervisory personnel of the district
POSITION SUMMARY:	The Superintendent of Schools shall serve as Executive Officer of the Board of Education and, subject to the policies adopted by the Board of Education, the laws of the state of Connecticut and the Federal Government, shall have executive authority over the school system and the responsibility for its supervision. Responsibilities include general school administration, instructional programs and services, personnel leadership and supervision, business and fiscal operations, school facilities management, pupil transportation, record keeping and reporting, and community relations.

PERFORMANCE RESPONSIBILITIES:

1. Prepares and submits to the Board of Education recommendations in a timely fashion relative to all matters requiring Board action, placing before the Board such necessary and helpful facts, information, and reports as are needed to insure the making of informed decisions.

2. Recommends to the Board of Education, for its adoption, all basic textbooks, courses of study, and curriculum guides in accordance with the approved procedures for Curriculum Development in the Ledyard Public Schools.

3. Attends and participates in all meetings of the Board except when own employment or salary is under consideration.

4. Responsible for the hiring, assigning, and transfer of all certified and non-certified personnel.

5. Develops and manages an effective pupil transportation system.

6. Advises the Board of the need for new and revised policies and sees that all policies of the Board are implemented.

7. Prepares an annual school budget for Board review and action.

8. Attends or delegates a representative to attend all meetings of municipal agencies of which matters pertaining to the public schools appear on the agendas.

9. Develops and directs an active and effective program of community relations.

10. Maintains a cooperative working relationship with town government and its agencies.

11. Attends professional meetings, conferences, and workshops to maintain professional knowledge and skills.

12. Develops effective professional relationships with and among administrators, teachers and other staff.

13. Exercises discretion in matters requiring immediate attention and not covered by Board policies, and informs the Chairman of the Board of any emergency action taken.

14. Develops and implements with the staff a program of professional development.

15. Develops procedures and directs school building operations; ensures building cleanliness and maintenance.

16. Develops and directs system of staff evaluation for certified and non-certified staff.

Tulsa School District
Tulsa, Oklahoma

ENROLLMENT: 42,000
PER PUPIL EXPENDITURE: $3,707

JOB DESCRIPTION

Job Title: Treasurer

Responsible to: Division Manager of Financial Services

Minimum Qualifications:

Bachelor's degree with a major in accounting, finance or a closely related area. Experience with cash management, liquid investments management, accounting and debt management in school district finance or a financial institution preferred.

Duties and Responsibilities:

I. MANAGEMENT SKILLS
Criteria and/or behavior:
- Receives all revenue, classifies and issues receipts, and accounts for all District revenue.
- Administers the District's investment program. Invests funds to provide maximum interest income, consistent with liquidity needs.
- Administers the District's accounting policies with respect to revenue.
- Establishes a system for assessing and monitoring each restricted state and federal program.
- Assures the District's compliance with OCAS with respect to revenue.
- Administers the District's Cash Management (borrowing) Program.
- Administers the District's Debt Service Fund.
- Develops monthly Treasurer's Report and monthly Revenue Report.
- Forecasts revenue for budgeting and reporting needs.
- Determines and administers year end accounts receivable.

II. LEADERSHIP SKILLS
Criteria and/or behavior:
- Supervises and evaluates the staff of the Treasurer's Office.
- Ensures that all applicable financial laws, policies, rules and regulations are followed.
- Works with Tulsa banking community regarding banking practices, operations and investments.
- Works with TPS staff to disseminate revenue OCAS requirements.
- Works with other financial professional staff to assure the District's financial integrity.

III. PRODUCTS

Criteria and/or behavior:

- Maintains adequate safeguards of:
  - Paid Warrants
  - Paid Bonds and Coupons
  - Bank and fiscal agency statements
  - County Clerk's remittance advices for four counties
  - Copies of any directive from County Excise Board supplementing, changing or transferring appropriation balances
- Maintains a separate Cash Ledger for each fund and fiscal year.
- Maintains an Investment Ledger to provide a record of the investments purchased and liquidated in each fund.
- Maintains a Warrant Register for each appropriated fund except the Sinking Fund.
- Maintains record of payments from the Sinking Fund.
- Submits agenda items to the Superintendent for approval by the Board of Education.

IV. ADMINISTRATIVE RESPONSIBILITIES

Criteria and/or behavior:

- Prepares monthly Treasurer's Report showing receipts and disbursements with resulting Cash and Investment balances.
- Maintains cash flow projections and ascertains that cash balances are sufficient.
- Assists in the preparation of the annual budget.
- Coordinates the day-to-day operations of the Treasurer's Office.

V. PROFESSIONAL RESPONSIBILITIES

Criteria and/or behavior:

- Keeps currently informed on laws and regulations applicable to District's financial functions.
- Keeps currently informed on banking practices, interest rates and economic conditions.
- Represents the District at local, state and federal education meetings.
- Serves the District on state and national legislative committees and advisory boards.
- Maintains a continuous program of upgrading both the informational and operational skills necessary to carry out effectively the duties and responsibilities associated with the assignment.

VI. SUPERVISORY RESPONSIBILITIES

Activities:

- Supervises directly the Treasurer's and Federal Projects staff.

VII. OTHER RESPONSIBILITIES

Activities:

- Performs other tasks as assigned by the Division Manager of Financial Services.

Fairport Central School District
Fairport, New York

ENROLLMENT: 6,824
PER PUPIL EXPENDITURE: $7,902

Job Description

TITLE: DEPUTY SUPERINTENDENT

QUALIFICATIONS:

1. A minimum of eight years of successful professional employment experience in education, including teaching, supervision, and administration.
2. Graduate study beyond the master's degree with emphasis on curriculum, supervision and administration.
3. A valid New York State certificate to perform in this position.
4. Such alternatives to the above qualifications as the Superintendent of Schools may find appropriate and acceptable.

REPORTS TO: Superintendent of Schools

SUPERVISES: Director of Physical Education, Health & Athletics; Director of Pupil Services; Coordinator of Gifted & Talented and Fine Arts; Coordinator of Occupational Education; Gifted and Talented instructional staff.

GOAL: To plan, direct, facilitate and provide leadership in working with the Superintendent and others in developing and maintaining the best possible educational program and services for each student in the School District. Leadership emphasis will be given to identifying creative and innovative cost-effective alternatives to ensure the maintenance and improvement of educational quality.

PERFORMANCE RESPONSIBILITIES:

1. Provides District-wide direction, coordination and leadership in the areas of curriculum, instruction supervision, and educational services generally.

2. Supervises the development of goals for educational services, the preparation of short and long-range plans to accomplish these goals, and implementation of the approved priorities.

3. Aids in the development of sound educational programming and practices, and assists staff members in the design, implementation and evaluation of programs.

4. Stimulates scrutiny of objectives and enrichment of curricula and teaching methods by the instructional staff of the School District. Conducts evaluations and analyses of instructional programs and materials, and works to ensure that programs are designed with adequate attention to behavioral objectives, and scope and sequence for effective learning.

5. Supervises the preparation of reports, records and similar documentation appropriate to the administration of the School District and/or required by the Superintendent.

6. Submits annual written evaluations of the Director of Physical Education, Health & Athletics; Director of Pupil Services; Coordinator of Gifted & Talented and Fine Arts; Coordinator of Occupational Education; and Gifted & Talented staff members. Assists the Superintendent in the evaluations of building principals and other personnel, and participates in the decision making process upon request of the Superintendent.

7. Coordinates the preparation of proposed budgets by the Director of Physical Education, Health & Athletics; Director of Pupil Services; Coordinator of Gifted & Talented and Fine Arts; and Coordinator of Occupational Education. Prepares the proposed budgets for the office of the Deputy Superintendent, and assists in reviewing all budget proposals related to the delivery of educational programs and services to the District's children.

8. Supervises the staff development and inservice education programs for members of the certificated staff of the School District.

9. Identifies "target projects" for instructional improvements and makes recommendations for processing the improvements.

10. Attends all regular and special meetings of the Board of Education and executive or study sessions when requested by the Superintendent.

11. Interprets the educational program of the School District to the Board of Education, the professional staff, and the community in concert with the Superintendent.

12. Initiates and maintains effective liaison with other school districts and with independent schools in order to keep abreast of new educational developments and ideas.

13. Keeps the Superintendent informed regarding the ongoing plans, programs, and activities in the area of educational services.

14. Recommends textbooks and courses of study for the School District for the Superintendent's consideration.

15. Assists in the negotiations process as may be requested by the Superintendent.

16. Keeps abreast of changes and developments in education and uses this knowledge constructively in the operation of educational services.

17. Serves as Acting Superintendent in the absence of the Superintendent as may be requested by the Superintendent in writing.

18. Performs such other tasks and responsibilities as may be assigned by the Superintendent of Schools.

DAYS OF EMPLOYMENT: Twelve-month year. Managerial status under the Taylor Law. Salary and benefits determined by the Board of Education.

EVALUATION: Performance in this position will be evaluated by the Superintendent of Schools.

Matanuska-Susitna Borough School District
Palmer, Alaska

ENROLLMENT: 11,350
PER PUPIL EXPENDITURE: $6,300

Job Title:

Associate Superintendent

Qualifications:

* Current Alaska Administrative certificate with endorsement for Superintendent
* Current Type A Alaska Teaching Certificate
* Administrative experience in development of district curriculum and instruction
* 3 years experience as a school principal preferable at both elementary and secondary levels
* Experience in administrative supervision

Reports to:

Superintendent

Immediate subordinates:

All Elementary Schools
Small Rural Schools
All Secondary Schools
Director of Instruction
Transportation Supervisor
Food Services Supervisor
Educational Resources
New Facilities and Planning

Job summary:

To supervise on the District's educational philosophy, goals, and objectives into active terms that directly benefit each individual student.

To assist the Superintendent substantially and effectively in the task of providing leadership in developing, achieving, and maintaining the best possible educational programs and services.

Description of tasks:

1. Serves in the absence of the Superintendent as the chief administrative officer of the District.
2. Plans and administers an efficient system of instructional programs for students.
3. Guides the development and refinement of the instructional programs within the District.
4. Assists in the preparation and administration of the district's budget for instruction and projects student enrollment district-wide for the upcoming fiscal year.
5. Assumes responsibility for the budget development and long range financial planning of his/her division.
6. Keeps informed of and interprets all laws, regulations, statutes, rules, and policies affecting his/her division.
7. Attends Board meetings and presides over such meetings in the absence of the Superintendent.
8. Prepares drafts of administrative regulations and status reports as required by either the Superintendent or School Board for the Superintendent's review and action.
9. Conducts staff meetings to interpret changes in Board policy or administrative rules, to discuss developments and evaluate trends in education pertaining to curriculum and instruction.
10. Keeps informed of new developments and innovative ideas in education by attending professional meetings and conferences.
11. Communicates to the Superintendent the requirements and needs of the District as perceived by staff members.
12. Inaugurates studies and research in various aspects of the work of his/her department.
13. Guides the development and refinement of a comprehensive and effective system of record-keeping to ensure compliance with all applicable policies, regulations, and laws.
14. Works cooperatively with all departments and schools under the general guidance of the Superintendent.

15. Serves upon assignment by the Superintendent as a resource person to various directors in the District; and as appropriate serves as the head of such divisions.

16. Assists in the determination of types of instructional programs needed by the schools and makes appropriate recommendations.

17. Promotes a positive image of the District and maintains good public relations at all times.

18. Develops and implements needed changes in accordance with recommendations of the Northwest Accreditation Committees.

19. Other duties as assigned by the Superintendent.

Lakota School District
West Chester, Ohio

ENROLLMENT: 11,631
PER PUPIL EXPENDITURE: $6,053

JOB DESCRIPTION

TITLE: Assistant Superintendent

REPORTS TO: Superintendent

QUALIFICATIONS:

1) Master's Degree in Education
2) Valid local superintendent's certificate
3) Successful experience as a building administrator
4) Demonstrated ability in instructional management, budgeting, curriculum planning, staff development, legal matters, supervision of instruction, and personnel management
5) Graduate work in educational leadership and school business management
6) Ability to work cooperatively with diverse groups
7) Ability to communicate with all segments of the school and community
8) Knowledge of federal and state funding, grant programs, regulations, and laws
9) Ability to work cooperatively with all collective bargaining organizations
10) Leadership skills a must
11) Research, organization, development, and planning skills required

JOB GOAL:

To assist the superintendent in the administration of all facets of district operations and to represent the superintendent, as assigned.

FUNCTIONS/RESPONSIBILITIES:

1) Provides leadership assistance in support of the superintendent for the development, promotion, and implementation of the district's priorities and objectives.

2) Assists the superintendent in directing, improving, and coordinating the district's instructional and support programs.

3) Supervises the work of the Elementary and Secondary Curriculum Directors, the Intervention Consultant, the Gifted and Enrichment Director, and the Director of Special Education in support of instructional improvement for all students.

4) Assists the superintendent with all public relations and information issues.

5) Makes recommendations to the superintendent for program and policy changes.

6) Conducts district wide research and develops a system of program evaluation as needed.

7) In cooperation with the Treasurer, coordinates and supervises the district's budget process and oversight.

8) Keeps informed on educational trends and research findings.

9) Prepares reports for the board of education as needed.

10) Represents the superintendent on all commissions, councils, and committees as assigned.

11) Works cooperatively with the Director of Personnel and Student Services, Director of Support Services, and the Treasurer in order to better meet district priorities and needs in support of all students.

12) Coordinates the district's inservice and staff development programs.

13) Represents the superintendent in all phases of district operations as assigned.

14) Coordinates the local implementation of the State EMIS system.

15) Keeps the superintendent informed regarding all state instructional mandates, regulations, requirements, etc.

16) Responsible for day-to-day internal operations of the district and acts in place of the superintendent in the superintendent's absence.

17) Other duties as assigned.

TERMS OF EMPLOYMENT:

Contract and salary established by the Board of Education.

EVALUATION:

Performance of this job will be evaluated annually in accordance with provisions of the board's policy on evaluation of administrative personnel.

Halifax County School District
Halifax, Virginia

ENROLLMENT: 5,200
PER PUPIL EXPENDITURE: $4,980

DIRECTOR OF ADMINISTRATIVE SERVICES

QUALIFICATIONS:

1. Master's degree

2. Experience in supervisory capacity in a school division.

REPORTS TO:

Division Superintendent

SUPERVISES:

Supervisor of Computer Services

Microcomputer Teacher

JOB GOAL:

To assist and advise the superintendent in the administrative functions of the central office.

PERFORMANCE RESPONSIBILITIES:

1. Insure that the administrative ADP functions are properly carried out by the Supervisor of Computer Services.

2. Maintain wage/salary budgetary information on non-certified personnel in the system.

3. Aid the Director of Finance and the Superintendent in the preparation and management of the budget.

4. Insure that the division has current relevant insurance policies on file.

5. Insure an accurate and up to date automated inventory of all accountable equipment is maintained by the departments and schools.

6. Supervise the Microcomputer Teacher in the development and implementation of a K-12 computer literacy curriculum.

7. Insure that the division maximizes the administrative use of micro-computers in such areas as inventory control, personnel records, maintenance, and school reporting.

8. Serve as a liaison with the local banks for administrative/ financial matters.

9. Scrutinize administrative and instructional travel for all personnel excluding the superintendent.

10. Complete research project.

TERMS OF EMPLOYMENT:

Twelve months

EVALUATION:

Performance of this job will be evaluated in accordance with provisions of the policy of the board on evaluation of supervisory personnel.

Pasco County School District
Land O' Lakes, Florida

ENROLLMENT: 37,317
PER PUPIL EXPENDITURE: $5,809

DIRECTOR OF INFORMATION SERVICES

JOB DESCRIPTION:

This employee is responsible for the planning, development, implementation, and evaluation of the district's information services in such a way as to provide specific information necessary for the efficient operation of the school system.

Duties of this position include but are not limited to:

1. Organizational Planning:
   a. Directs and coordinates the planning, implementation, and evaluation of the district's information services.
   b. Directs and coordinates management planning and analyses as related to information needs.

2. Implementation:
   a. Provides a system of reporting specified information needed for instructional, administrative, planning, and public relations purposes.
   b. Directs and oversees the use of technology in the district's information system to ensure appropriate usage and optimal efficiency.
   c. Provides oversight for efficient and secure computer systems and services to meet organizational needs.
   d. Coordinates the information system with all other functions of the school system.
   e. Provides oversight for office automation and intra-office communications.
   f. Provides data for district department needs.

3. Staff Development:
   a. Maintains contact with other school districts and professional management associations for the exchange of information and the development of new ideas and methods to improve the efficiency and effectiveness of the district's information system.
   b. Provides staff development on the use of information and technology.

4. Resources:
   a. Acts as liaison between school district personnel and consultants on the development of information systems within the district.
   b. Assists in the preparation of the administrative services budget.

5. Evaluation:
   a. Reports to the Assistant Superintendent for Human Resources Management and Development on progress in information services projects, resource utilization, and production performance.
   b. Evaluates education, managerial, and administrative operating systems and plans and recommends information systems designed to improve the operational efficiency of the school.
   c. Supervises assigned personnel, conducts annual performance appraisals, and makes recommendations for appropriate employment action.

6. Other:
   a. Prepares all required reports and maintains all appropriate records.
   b. Performs other duties as assigned by the Assistant Superintendent for Human Resource Management and Development.

REQUIRED QUALIFICATIONS:

1. Master's degree.
2. Appropriate Florida certification for the position.
3. Experience in administration and/or supervision.

DESIRED QUALIFICATIONS:

1. Post graduate work beyond master's degree.
2. Experience in computer technology and information systems.

New Orleans School District
New Orleans, Louisiana

BUDGET DIRECTOR

ENROLLMENT: 82,166
PER PUPIL EXPENDITURE: $3,814

JOB GOAL: To coordinate the preparation, presentation and monitoring of the New Orleans School Board's capital projects, general operating fund, special revenue fund budgets, and any other funds as may be assigned.

QUALIFICATIONS: Master's degree in Finance or Accounting, or a Bachelor's degree with equivalent experience and training will be accepted. Five (5) full years of relevant accounting and/or budgeting experience, including budget report preparation, budget variance reporting and analysis, and governmental fund accounting. Experience with microcomputers is preferred. At least three (3) full years of managerial/supervisory experience is required. Good interpersonal skills and excellent written and oral communication skills are required.

REPORTS TO: Executive Director of Financial Services

SUPERVISES: Various professional and non-professional personnel.

RESPONSIBILITIES:

1. Develops budget guidelines, coordinating preparation of the operating and capital projects budgets, and assisting key administrators in reviewing the budgets.

2. Prepares analyses of budget requests and program proposals.

3. Arranges for and supervises preparation, publication, and distribution of budgets as approved by the Superintendent and the Board.

4. Coordinates the presentation of, justification for, and preparation of additional analyses required to understand the budget proposal for action by the Board.

5. Assists in the execution of the enacted budget, including the recommendation of administrative controls where required.

6. Takes the lead in developing improvements in the budget management of the school system, including budget methods, format, and presentation.

7. Prepares analyses of new projects or program costs and methods of financing, including long-range projections of requirements.

8. Coordinates, processes and controls transfers of budgeted funds as requested by program directors.

9. Coordinates monthly and quarterly monitoring and evaluation of compliance to the approved Capital Projects and operating budgets.

10. Performs such other duties as may be required.

EVALUATION: In accordance with Board policy.

Roanoke City Public Schools
Roanoke, Virginia

ENROLLMENT: 12,780
PER PUPIL EXPENDITURE: $5,456

Supervisor of Mathematics

QUALIFICATIONS:

1. A Postgraduate Professional Certificate.
2. Demonstrated leadership qualities and personal characteristics necessary for working effectively with pupils, teachers, and parents.
3. A minimum of five years of successful experience in elementary and/or secondary schools within the last ten years.
4. Successfully completed graduate courses as specified by the state's certification regulations.
5. Alternatives to the above qualifications as the local board may find appropriate and acceptable.

REPORTS TO: Director of Elementary Instruction and
Director of Secondary Instruction/Middle Schools

SUPERVISES: All mathematics teachers in grades K-12

PERFORMANCE RESPONSIBILITIES:

1. Supervises teachers in mathematics through formal and informal classroom visits, personal conferences, and written reports.
2. Plans, sponsors, and conducts pre-service and inservice training as needed for teachers, providing both required and optional activities which lead to improved instruction for students.
3. Plans, organizes, and presides over divisionwide departmental teacher meetings in mathematics.
4. Assists school principals in the evaluation of teachers as requested.
5. Keeps abreast of the new developments in mathematics curriculum through readings, conferences, and graduate level courses and disseminates information to teachers on a regular basis.

6. Coordinates communication process to facilitate interaction among teachers in different schools and to guarantee sharing of ideas gained by individual teachers through conference attendance, workshop experiences, and content courses.

7. Performs demonstration lessons with students in classroom situations for observation by teachers.

8. Coordinates curricular revision in mathematics.

9. Serves as chairperson of the textbook selection committee in mathematics.

10. Recommends candidates for the position of head of the mathematics department when a vacancy occurs in a senior high school.

11. Advises the principal on class load and teacher subject students.

12. Assists with the summer school classes and works with mathematics teachers in all alternative programs, both curricular and cocurricular.

13. Participates in personnel recruitment and the interview process and recommends employment of teachers in mathematics.

14. Supervises and coordinates the ordering and utilization of instructional aids, equipment, and materials in mathematics.

15. Works with the federal projects coordinator and coordinator of grants and research on those projects contemplated in relationship to mathematics.

16. Coordinates school requests and prepares centrally the annual budget for the mathematics program using local and federal monies.

17. Assists with the development and implementation of the Standards of Quality in mathematics with emphasis on the required Standards of Learning objectives.

18. Serves as a liaison between the State Department of Education, the school division, and mathematics teachers.

19. Performs such other tasks and assumes other responsibilities as the Directors of Elementary or Secondary/Middle School Instruction and/or Assistant Superintendent for Instruction may assign, including Instructional Council designee, P. L. C. designee, administrative support in emergency situations, and advisory committees.

Vestavia Hills City Schools
Birmingham, Alabama

ENROLLMENT: 4,121
PER PUPIL EXPENDITURE: $4,969

Administrative Assistant to the Superintendent

Organizational Relationship, Objectives, and Functions:

The Administrative Assistant to the Superintendent reports to the superintendent and serves as his executive secretary and assistant in meeting his responsibilities as secretary to the Vestavia Hills School Board and performs secretarial duties for the board.

Typical Duties:

1. Serves as confidential secretary to the superintendent and board of education.

2. Maintains the superintendent's calendar including the scheduling of meetings, appointments, and inservice training.

3. Handles phone calls for the superintendent and refers calls to staff members as appropriate.

4. Opens mail, reviews it with the superintendent, routes it to appropriate staff, and files or provides appropriate response.

5. Prepares materials pertaining to school board meetings and work sessions of the board as needed.

6. Composes, types, and mails minutes from each meeting of the school board, mayor and city council.

7. Maintains active and inactive personnel records as directed by the superintendent and prepares personnel-related written communication to employees and other central staff after school board action.

8. Attends meetings regarding legal matters and other confidential matters as directed by the superintendent.

9. Attends regular school board meetings as well as special meetings and work sessions as directed by the superintendent.

10. Prepares materials and reports as necessary to meet all legal requirements and mandates of state and federal law as well as the board of education.

11. Maintains file and makes reservations for workshops and conferences for the superintendent and board of education members.

12. Maintains and keeps current all information concerning teacher certification and corresponds as needed with the state department of education and staff members.

13. Responsible for collection and maintenance of pertinent data on all new employees for the school system (certificates, transcripts, etc.).

14. Keeps committees informed of meeting dates and furnishes pertinent materials as needed.

15. Mobilizes and coordinates other office personnel as needed to perform special functions as directed by the superintendent.

16. Serves as contact person for principals to notify immediately upon need to be absent.

17. Notifies superintendent of any administrative absences requested on a day-to-day basis.

18. Performs other such duties as required and/or assigned by the superintendent.

Qualifications:

Education: High school diploma is required with Associate's Degree or equivalent training and/or experience preferred.

Experience: Six years secretarial/administrative assistant experience required with three years experience in an educational environment preferred.

Competencies:

Position competencies identified as absolutely essential to successful job performance: Energy, Job Motivation, Oral Communication, Planning and Organization, Process Operation, Tolerance for Stress, Work Standards, and Written Communication.

SAU 37-Manchester
Manchester, New Hampshire

ENROLLMENT: 15,000
PER PUPIL EXPENDITURE: DNA

READING PROJECT COORDINATOR

QUALIFICATIONS:

1. New Hampshire Certification for Reading Project Coordinator.
2. Master's Degree with special courses in the following areas: diagnosis and correction of reading difficulties, testing, evaluation, remediation and curriculum develcpment.
3. Five years successful teaching experience; administrative experience in curriculum planning, implementation, evaluation and supervisory experience.

REPORTS TO: Position shall report directly to the Superintendent or Assistant Superintendent contingent upon the scope and nature of the issue.

SUPERVISES: Staff members designated by the Board or the Superintendent.

JOB GOAL: To help provide the instruction and learning environment that will enable each student in the city to master the reading skills appropriate to age, grade level and/or individual capacity.

PERFORMANCE RESPONSIBILITIES:

1. Directs a city-wide testing program to determine the reading abilities of all students and to identify those needing special help.
2. Interprets student needs and progress in reading to the classroom teacher and to the parents upon request.
3. Plans and implements an advanced reading program.
4. Provides leadership and coordination in the regular program of reading instruction.
5. Develops a city-wide reading philosophy and curriculum, and interprets it to the school administration, the staff and the public upon request.

6. Evaluates reading personnel and personnel needs in all phases of their performance as reading specialists.

7. Recommends adoption and use of varied instructional reading materials, including textbooks, kits, trade books, audiovisual aids, and the like.

8. Arranges and/or conducts inservice workshops and demonstrations pertinent to methods and materials appropriate to various levels of reading instruction.

9. Observes reading instruction in elementary classrooms and helps teachers improve their performance upon the request of principals.

10. Consults with members of the student personnel team at individual case conferences as requested.

11. Confers with parents concerning individual students having special reading problems and with any parents requesting such a conference.

12. Interprets, as appropriate, test results and statistical data concerning reading to the administration, staff and public at large.

13. Upon special request reading personnel may assist with the development of special instructional programs for handicapped students.

14. Maintains a professional library on reading.

15. Supervises the maintenance by individual classroom teachers of individual student reading record cards.

16. Devises and maintains such records and reports as are necessary to the successful execution of the position.

17. Prepares and administers the departmental budget.

TERMS OF EMPLOYMENT: In accordance with the negotiated agreement.

EVALUATION: Performance of this job will be evaluated in accordance with provisions of the Board's policy on Evaluation of Administrative Personnel.

Campbell County School District
Gillette, Wyoming

ENROLLMENT: 7,663
PER PUPIL EXPENDITURE: $6,372

JOB TITLE: Elementary Principal

REPORTS TO: Superintendent

NATURE AND SCOPE OF JOB:

The principal is responsible for all aspects of the building which include but are not limited to: instruction; curriculum; staff supervision and evaluation; staff development; student discipline; record-keeping; public relations; and maintenance of building and grounds.

JOB FUNCTIONS:

ESSENTIAL FUNCTIONS:

1. Keeps accurate and up-to-date attendance registers and submits weekly attendance reports to Educational Services Center.
2. Keeps accurate personal records for all students including cumulative records, grades, attendance, etc.
3. Keeps an accurate record of all monies received.
4. Administers normal disciplinary measures in the school:
   a. Keeps all staff members advised of disciplinary measures.
   b. Keeps records on all disciplinary measures taken.
   c. Administers or authorizes corporal punishment necessary according to CCSD policy.
   d. Recommends to the Superintendent of Schools suspension of students whenever behavior necessitates.
5. Supervises non-certified personnel; including secretaries, clerks, custodians, aides, and lunchroom personnel who work within the building. This will include making recommendations to the Superintendent for promotion, demotion, transfer, or termination of all such non-certified personnel.
6. Supervises and evaluates all instructional personnel and provides assistance whenever needed.
7. Makes recommendations of contract status, re-employment, or termination of contract for all instructional personnel.
8. Makes recommendations of curriculum changes and the implementation of curriculum changes.
9. Keeps the Superintendent, Board of Trustees, school, and public informed of the education program in the school.
10. Plans and implements inservice programs for all personnel.

11. Supervises or causes to be supervised all student activities and programs within the school.
12. Supervises or causes to be supervised all instructional staff in regard to health, safety, and welfare of students and employees.
13. Performs other duties as assigned:
    a. Administration of field trips
    b. School pictures
    c. Public relations
    d. District news letter
    e. Kindergarten
    f. Supervision of rural schools
    g. Supervision of nurses
    h. District attendance duties
    i. Scheduling activities
14. Serves as facilitator of dialogue between staff members in the school and between this staff and staffs of other schools in the district.
15. Facilitates communications between staff members and the Educational Services Center staff.
16. Attends all administrative meetings and implements program suggestions or changes.
17. Holds periodic meetings of all instructional staff to keep them informed and advised of duties, policies, and possible curriculum changes.
18. Strives to create a climate of positive relations with and between all personnel in the school and between the school and home.
19. Creates a "selective discontent" with certain areas of the educational program in order to initiate needed improvement in those areas.
20. Constructs a workable elementary handbook to include information of staff, schedules, district policies, and other pertinent information.
21. Screens requests for materials and supplies to determine the relationship of the materials to the program.
22. Creates within the school a climate of freedom to allow staff members and students to develop and perform to the extent of their capabilities.
23. Sets up yearly goals for each particular school. The accomplishment of these goals should be reviewed periodically and a written report forwarded to the Superintendent of Schools.
24. Administers lunch program within the school.

OTHER FUNCTIONS:

1. Visits classrooms to watch teachers interact with students and gives feedback to facilitate growth.
2. Attends and responds to district committee meetings.
3. Supervises and evaluates extra-duty staff.
4. Attends concerts and student centered events.
5. Acts as a liaison to other state and county agencies.
6. Monitors alumni progress.

JOB QUALIFICATIONS:

KNOWLEDGE, SKILLS AND MENTAL ABILITY:

Knowledge of curriculum and principles of learning.
Knowledge of CMI and technology.
Ability to speak clearly and concisely.
Ability to weigh options, think clearly, and evaluate accurately.
Ability to understand and facilitate needs of various personality types.
Ability to make decisions with sound emotional judgment.
Understanding of the psychological and physiological development of children.
Ability to develop a plan and make decisions to facilitate its fulfillment.
Must possess the ability to see, hear, and talk in order to ascertain teacher effectiveness.
Must be able to walk, write, lift, and sit.
Must be able to concentrate with numerous interruptions.
Must be persuasive, alert, creative and have patience, initiative, and reasoning.

EDUCATION, LICENSE, CERTIFICATION OR FORMAL TRAINING

Bachelor's Degree
Master's Degree
State Certification
Continued professional growth

EQUIPMENT USED:

Computer Audio-visual Equipment
Phone
In some buildings, a knowledge of computerized heating systems and/or coal furnaces is helpful.

PHYSICAL DEMANDS:

Be able to stand 20% of the time without fatigue or discomfort.
Be able to walk 50% of the time without fatigue or discomfort.
Be able to sit 30% of the time without fatigue or discomfort.
Be able to lift up to 50 pounds.
Be able to carry up to 15 pounds.
Be able to push up to 200 pounds.
Be able to pull up to 100 pounds.
Be able to handle, finger, talk, hear and see.
Possess proper stress management techniques.

ENVIRONMENTAL DEMANDS:

Be able to work 95% of the time inside.
Be able to work 5% of the time outside.
Be able to work in air conditioned buildings under fluorescent lighting.

Murphy Elementary School District No. 21
Phoenix, Arizona

ENROLLMENT: 2,237
PER PUPIL EXPENDITURE: $4,066

ELEMENTARY ASSISTANT PRINCIPAL

POSITION GOAL: The Assistant Principal is responsible for providing administrative assistance which will enable the Principal to fulfill his/her chief responsibility of promoting the educational well-being of each student in the school.

QUALIFICATIONS: Graduate of an accredited college or university.

Masters degree or higher.

Possession of appropriate Arizona Administrative Certification.

Minimum of three (3) years successful teaching experience.

SUPERVISED BY: Unit Principal

SUPERVISES: Every employee assigned to him/her.

PERFORMANCE RESPONSIBILITIES:

1.1 Through the appropriate administrator, the Assistant Principal assists in supervising directly or indirectly every employee assigned to him/her. In the absence of the Principal, the Assistant Principal is designated to serve as Acting Principal in his/her place at the assigned unit and be directly responsible to the Superintendent.

1.2 Assists the appropriate administrator in developing and maintaining a program of appraisal and evaluation of employee performance within the requirements of State law and the Governing Board, making appropriate reports regarding the program.

1.3 Reports to appropriate administrator the case of any employee assigned to the Assistant Principal whose service is unsatisfactory and recommends action as appropriate and necessary.

1.4 Acts on behalf of or recommends to the appropriate administrator the suspension of any employee for just cause.

1.5 Makes recommendations to the appropriate administrator concerning the assignments and promotion of personnel in the school unit.

1.6 Assists the appropriate personnel in the selection of new employees.

1.7 Delegates at his/her discretion to other employees the exercise of any power or discharge of any duties, realizing that the delegation does not relieve the Assistant Principal of responsibility for actions taken or performance achieved as a result of such delegation.

1.8 Conducts, through the appropriate administrator, formal and informal research into operations and instructional practices, procedures, materials and techniques necessary to operate the programs of the district.

2.1 Assists in the implementation, evaluation, and revision of the accepted curriculum and courses of study according to the specifications and standards set by the school district.

2.2 Attends professional conferences and meetings in addition to meetings with district staff, parents, unit citizens and community organizations. Reports to the appropriate administrator impressions gained from these meetings and makes recommendations when appropriate.

2.3 Informs and advises the appropriate administrator about the programs, activities, practices and problems of the area delegated to him/her.

3.1 Continues the process of personal and professional growth as an educational leader through the reading of professional journals, attendance at professional conferences and also counseling with other educational leaders at the local, state, and national levels.

3.2 Provides programs of personal development for the employees of the district.

4.1 Assists the appropriate administrator in preparing recommendations regarding the annual budget for programs within the unit.

4.2 Assists in the formulation of recommendations regarding positions required to carry out the instructional programs within the unit.

5.1 Represents the Superintendent and the District before the public and participates in a program of communication which will be informative to the public and the staff.

5.1.1 Provides for continued constructive articulation with secondary and private schools.

5.1.2 Provides materials interpreting the curriculum programs of the district to the public and staff.

5.1.3 Address service clubs, PTA's and citizens' committees as reported to or requested by the school principal.

5.2 Communicates directly or through delegation to those under the immediate supervision of this administrator actions of the Governing Board and the Superintendent's Cabinet.

5.3 Provides the appropriate administrator and other staff members with facts that help them in their relations with the public.

5.4 Informs employees of the district to attend such regular or occasional meetings which may be necessary to carry out the business of the district.

5.4.1 Assists Principal in unit meetings so that information is passed along at all levels.

6.1 Prepares and submits to the appropriate administrator information and recommendations on matters concerning district programs.

6.2 Advises and assists the appropriate administrator with regard to the need of new and/or revised policy statements and participates in studies needed to form sound recommendations concerning policy adoption.

6.3 Assists the appropriate administrator concerning the formulation of recommendations relative to the administration of the district, its programs and use of facilities.

6.3.1 Assists in establishing procedures for enrollment changes and transfers of students. Develop communications of plan to parents.

6.4 Assists appropriate personnel concerning the formulation of recommendations relative to matters of: 1) Location and size of new sites for schools and other district facilities; 2) Expansion of existing sites; 3) Location and size of new buildings on school sites; 4) Plans for new school buildings; and 5) Improvements, alterations and other changes in the buildings and equipment of the District.

7.1 Attends meetings of the Governing Board as needed and other meetings as directed by the appropriate administrator, unless excused for good cause.

7.2 Assists in maintaining educational policies and practices in the framework provided by the Governing Board and the State Department of Education.

7.2.1 Instructions for carrying out guidelines are to be communicated in the same system as in objective 5.4.

7.3 Assists with the preparation of reports for the County School Office, the State Department of Education, the Federal Government, and other agencies as appropriate.

7.3.1 Maintains school population and scholastic records in legally prescribed forms with safeguards for safety of records.

7.3.2 Maintains records as required.

8.1 Perform other duties as assigned by immediate supervisor or Superintendent.

TERMS OF EMPLOYMENT: Twelve months.

Salary and benefits at the schedule provided by the Governing Board.

EVALUATION: The Assistant Principal will be evaluated by the methods of evaluation prescribed by the school district and established by the Governing Board.

Cherry Creek School District No. 5
Englewood, Colorado

ENROLLMENT: 32,080
PER PUPIL EXPENDITURE: $5,402

POSITION TITLE: Middle School Principal

POSITION QUALIFICATION:

1. Master's degree with emphasis in curriculum, leadership and administration.
2. A Colorado Type D certificate with elementary, middle or secondary endorsement.
3. Demonstrated successful experience in public school administration.
4. Demonstrated knowledge of middle school philosophy and practice.
5. Documented training and demonstrated skill in evaluation and assessment of teacher performance and knowledge of clinical supervision.
6. Demonstrated skill in human relations, communications, leadership and organizational theory.
7. Demonstrated experience with or knowledge of site-based management.
8. Demonstrated skill in promoting multicultural awareness and commitment.

REPORTS TO: Executive Director of Secondary Education

POSITIONS DIRECTLY SUPERVISED:

Assistant Principal(s)
Certified staff
Classified staff

POSITION GOAL:

To promote the educational development of each student through the application of leadership, supervisory, and management skills.

SUMMARY OF POSITION FUNCTIONS:

The Middle School Principal will perform administrative tasks which promote an exemplary educational program through a demonstrated drive toward a school improvement goal which fosters student achievement, with emphasis on personal self-actualization, develops people and teams, and nurtures collegial relationships.

POSITION RESPONSIBILITIES:

1. Stimulates curricular development and implementation; monitors, articulates, and evaluates program process and outcomes to guarantee quality education.

2. Initiates, designs, implements and evaluates student activities and athletics consistent with the educational goals of the school district and the school population served.

3. Promotes the establishment of a productive environment for all district staff and students in order to promote self-actualization, achievement, teamwork, affiliation and a humanistic, encouraging interactive climate in the work place.

    - Promotes an *Achievement Culture* by setting goals and reaching them, recognizing problems and solving them, and accepting responsibilities and performing them effectively.

    - Promotes a *Self-Actualizing Culture* by nurturing ideas and creativity, helping others realize their full potential and by being a role model who inspires others to grow.

    - Promotes a *Humanistic, Encouraging Culture* by making an effort to understand, advise and assist others and provide for their needs through a commitment to serving and caring.

    - Promotes an *Affiliative Culture* by cultivating and expanding relationships and promoting opportunities for thinking, learning and growing.

4. Recommends to Executive Director of Secondary Education and works with appropriate administrators in the recruiting, screening, hiring, orienting, training and assigning of the school's certified and classified personnel to contribute to the selection of the best qualified candidates.

5. Directs activities of the school's professional staff in the performance of their duties to ensure a high quality middle school program.

6. Appraises, evaluates and counsels the school's certified and classified staff to translate the school's educational philosophy, goals and objectives into action terms that directly benefit the student.

7. Participates in the scheduling and appraisal of itinerant personnel assigned to the school to support the total program.

8. Assigns teachers to direct the work of student teachers, interns and resident teachers to ensure that the teaching experience is a learning experience for students.

9. Develops role descriptions or performance contracts with teachers for responsibility pay, supplementary pay, and submits them to the Executive Director of Secondary Education to facilitate the organizational structure and enhance programs.

10. Remains current regarding changes and developments in the profession by attending professional meetings, reading professional journals and other publications and discussing problems of mutual interest with others in the field to ensure quality leadership.

11. Delegates authority to appropriate personnel to assume responsibility for the school in the absence of the principal to guarantee continuity of program and security.

12. Develops and maintains a program of community relations, interpreting activities and policies of the school to encourage community participation in the school.

13. Works with appropriate central office administrative personnel regarding school needs, such as curriculum, personnel, financial and accounting functions, maintenance, security, food service and recreational programs in order to promote integrated operations within the organization.

14. Plans and supervises safety emergency procedure for the school to ensure the well-being of students and faculty.

15. Supervises the maintenance of accurate records on student progress and attendance for educational monitoring, district reporting, and legal requirements.

16. Prepares and submits the school's budgetary requests and monitors expenditures of funds in the decentralized budget in order to maintain, control, and account for local funds and student activity funds and to promote the educational goals of the school.

17. Participates in District administrators' meetings and other District meetings as required or appropriate.

18. Prepares such reports as may be required to keep the Superintendent and other appropriate central office personnel informed of all the school's activities and problems.

19. Develops and coordinates a system for maintaining appropriate student conduct throughout a building to provide an orderly environment conducive to learning.

20. Directs procedures for student registration, scheduling, orientation, transition, grading and reporting.

21. Participates in the supervision and improvement of the physical plant in order to provide an environment conducive to learning, including, but not limited to custodial maintenance, building use, security and food service operations.

22. Participates in the assignment and the supervision of pupil services delivery systems to most effectively provide for students with special needs in order to maximize their potential.

23. Promotes effective communication between the school and community to create positive support, understanding and participation for continued school improvement.

24. Develops and recognizes outstanding employees by monitoring the personal and professional growth of each member.

25. Promotes opportunities for self-actualization by creating a climate in which staff is encouraged to gain enjoyment from their work, develop their potential and take on new and interesting activities.

26. Assumes responsibility for the implementation, communication and observance of all Board of Education Policies and Administrative Procedures by the school's staff and students in order to meet state statutes and ensure consistent and equitable governance.

27. Serves as a member of the Administrative Council to facilitate communication and collegial relationships.

28. Performs such other tasks and assumes such other responsibilities as may be assigned or requested.

Murrieta Valley Unified School District
Murrieta, California

ENROLLMENT: 7,104
PER PUPIL EXPENDITURE: $4,244

TITLE: **MIDDLE SCHOOL ASSISTANT PRINCIPAL**

QUALIFICATIONS:

Required:

1. Possession of a valid and appropriate California Administrative Service Credential
2. Possession of a valid California Teaching Credential
3. Master's Degree or higher from an accredited college or university
4. Three or more years of successful teaching experience

Desired:

1. Middle School teaching experience
2. Year-Round Education experience
3. Experience with Effective Teaching/Clinical Supervision
4. Bilingual (Spanish) proficiency

REPORTS TO: Site Principal

SUPERVISES: Personnel attached to the school as assigned by the principal

JOB GOAL: Assists the principal in the areas of leadership, supervisory, and administration skills so as to promote the educational development of each student.

PERFORMANCE RESPONSIBILITIES:

1. Assists the principal in the supervision and evaluation of the performance of school personnel in accordance with the District's adopted uniform guidelines for evaluation and assessment.
2. Helps monitor the progress of pupils, and reports such progress to parents.
3. Provides demonstration lessons for teachers in the latest teaching strategies and techniques.
4. Supervises the curricular and extra-curricular programs of the school.
5. Assists the principal in developing and implementing instructional strategies.
6. Assumes responsibility for ensuring proper attendance procedures and follow-up activities are on-going for students.

7. Under the direction of the principal, actively participates in all Crisis Intervention Team activities.
8. Helps to implement all aspects of the "Caught in the Middle" concept to include proper liaison with elementary and high schools.
9. Uses a participatory management system which provides staff involvement in appropriate decision making.
10. Strives to create a school climate which is positive and productive for students, staff, and community.
11. Attends and participates in student, staff, and school related community functions.
12. Manages time effectively so that priorities are attended to in an effective manner.
13. Interacts with parent, student, and staff concerns in a sensitive, timely manner.
14. Returns all phone calls from parents/guardians on the same day received.
15. Checks the maintenance of the building and grounds daily and takes appropriate action to report any discrepancies.
16. Participates in district-level activities as assigned by the superintendent.
17. Helps to ensure proper maintenance and control of site-based and student funds.
18. Maintains high standards of student conduct and enforces discipline as necessary, according to due process to the rights of students.
19. Serves as the principal-designee when so designated by the principal or superintendent.
20. Facilitates the placement and social adjustment of all new students to the school.
21. Takes all appropriate actions to ensure any potential gang or gang-related activities are eliminated.
22. Serves as a contact with police, probationary officers, and other agencies that deal with attendance and behavioral concerns.

TERMS OF EMPLOYMENT: Salary and work year per the Administrative Salary Schedule.

EVALUATION: Performance of this job will be evaluated in accordance with provisions of the Board's policy on Evaluation of Professional Personnel.

Great Falls Public Schools
Great Falls, Montana

ENROLLMENT: 12,675
PER PUPIL EXPENDITURE: $4,163

SENIOR HIGH SCHOOL PRINCIPAL

TERMS:

The work year of this position shall be 225 days with provisions of benefits cited in the current district personnel policies.

RESPONSIBILITY

The Senior High School Principal will administer all phases of high school operation and curricular offerings as well as staff and student supervision. The principal shall be directly responsible to the Assistant Superintendent for Instruction.

DUTIES

1. Personnel related to responsibility of position

The Senior High School Principal directly supervises all teachers, custodians, and other staff members assigned to the senior high school in matters of school district policies, building regulations, curricular offerings, student involvement, school lunch, and building cleanliness. It is to be understood that the school personnel under the principal's supervision shall also be responsible to supervisors and/or coordinators within their administrative area of responsibility. The relationship between principal and supervisor/coordinators shall be defined as one of cooperation, and both parties shall be responsible to the Assistant Superintendent for Instruction or the Assistant Superintendent for Business. The Senior High School Principal will serve as a resource person in terms of community matters affecting the school attendance area. Staff meetings for assigned senior high school personnel will be held at least monthly to maintain intraschool communication.

2. In-service training

Direct responsibility for establishing inservice training for senior high school personnel pertaining to school procedures, policies, discipline, and operations shall be the duty of the Senior High School Principal.

3. Classroom visitation

The Senior High School Principal will regularly visit all classes and maintain a continuous program of evaluation both as to the efficiency of the personnel and the appropriateness of the program. The principal will also ascertain that the building is being properly cleaned and maintained. Again, cooperation between supervisor and principal is necessary in terms of constructive suggestions made by either party or changes made which affect the other party.

4. Evaluation of materials

The Senior High School Principal will help in evaluating all existing and prospective texts and materials and make recommendations to the Assistant Superintendent for Instruction for the inclusion or rejection of these texts and materials as part of the senior high school program.

5. Equipment or facilities related to responsibility of position

An inventory of all senior high school books and equipment will be maintained. It is to be understood that the school building or facility within the building, as such, remains the multiple responsibility of the Supervisor of Buildings and Grounds and the building principal.

6. Interpretation of program

The Senior High School Principal will interpret the school programs to the teachers, parents, and the community. Classroom visitations, demonstrations, exhibits, and conferences will be utilized when appropriate.

7. Budgetary responsibilities

Preparation of a proposed senior high school budget to be submitted to the Assistant Superintendent for Instruction shall be the duty of this principal. This will be accomplished with the assistance given the principal by supervisors or coordinators. It shall also be the principal's duty to administer existing school budgets according to the Superintendent's instructions.

8. Other duties

The Senior High School principal shall also:

a. Be responsible for accurate accounting of all funds handled in connection with the school's program.

b. Conduct fire drills and maintain the safety of the children according to school district policies and Montana School Laws.

c. Cooperate with the Assistant Superintendent for Instruction in the assignment, evaluation, transfer, or dismissal of staff members.

d. Submit a written report on all serious school accidents involving pupils enrolled in the school.

e. Coordinate the administration of the testing program.

f. When called upon to do so, assist senior high school principals new to the system in the performance of their duties.

g. Evaluate and forward teacher requisitions.

h. Establish a line of staff operation in terms of persons in charge of school during the principal's absence.

i. Evaluate and make final recommendations concerning student promotion or retention.

j. Provide such senior high school statistics, records, reports, and research as may be required by the school administration.

k. Cooperate in state and national surveys approved by the Superintendent of Schools.

l. Be encouraged to participate in professional education organizations on the local, state, and national levels.

m. Suggest materials and methods by which to publicize the senior high school program.

n. Read and keep abreast of current educational movements and advances.

o. Maintain responsibility for the overall supervision of the activity programs.

p. Submit an annual report to the Superintendent of Schools.

q. Supervise and administer all extracurricular programs of the school in accordance with the policies and guidelines of the Board of Trustees and the Montana High School Association.

r. Perform such other duties as may be required by the Superintendent of Schools.

Hobart Public Schools
Hobart, Indiana

ENROLLMENT: 3,567
PER PUPIL EXPENDITURE: $4,312

JOB DESCRIPTION

HIGH SCHOOL ASSISTANT PRINCIPAL

JOB GOAL: As a member of the administrative team, he/she will articulate the goals and objectives set forth by the school community and will provide the visionary leadership necessary to attain those goals.

PREREQUISITE ABILITIES, KNOWLEDGE AND SKILLS

1. Extensive knowledge of teaching methodologies and ability to provide assistance and instructional leadership to teachers requiring instructional assistance.

2. Knowledge of and skill in the application of programming procedures appropriate for large high schools.

3. Knowledge of and skill in the application of all statutes, rules, regulations, case law, and school corporation policies affecting student records, enrollment, and supervision.

4. Knowledge of and skill in the application of all statutes, rules, regulations, case law, and school corporation policies affecting employee records.

5. Knowledge of and skill in the application of building and school corporation purchasing, and accounting procedures.

6. Demonstrated leadership and ability to work effectively with groups and individuals.

7. Demonstrated skills in organization, communication, and problem-solving.

PERFORMANCE RESPONSIBILITIES

1. Accepts responsibility as delegated by the principal for the administration and supervision of the high school in accordance with the policies developed by the school board.

2. Participates in school corporation planning and decision making in such a way that the best educational interests of the high school programs and the school corporation in general are represented.

3. Implements the systems of evaluation and supervision of instruction developed in the School City of Hobart for improvement of professional teachers and instruction. This includes observation, report preparation, conferencing, assisting, and providing instruction leadership.

4. Assists the principal in the administration of instructional and curricular programs for the building.

5. Evaluates and supervises the work of high school teachers and support staff as directed by the principal.

6. Assists the principal in the development of inservice programs for building staff.

7. Assists the principal in developing, maintaining, and communicating building procedures to staff, parents, and students.

8. Assists the principal in directing the development and maintenance of effective student record systems.

9. Assists the principal in developing and/or maintaining effective building and corporation safety, emergency, and disaster procedures.

10. As requested by the principal, shares responsibilities for recruiting, screening, interviewing, recommending orienting and supervising the certified teaching staff and the non-certified support staff.

11. Implements board policies and collective bargaining agreement provisions applicable to the high school.

12. Maintains adherence to all applicable federal and state regulations and laws.

13. Assists the principal in developing and/or maintaining an effective school/community relations program appropriate for the high school.

14. Supervises student conduct and assumes responsibility for the enforcement of discipline as necessary, providing due process for the rights of students.

15. Supervises the development and maintenance of student attendance records.

16. Assists in the supervision of accurate records regarding the progress of students through report cards and conferences.

17. Administers the student attendance policy.

18. Assists the principal in supervising health programs and practices which are deemed necessary by the school nurse and/or other health officials.

19. Supervises the use of the school building by the community.

20. Serves as liaison between visitors to the building and school personnel.

21. Attends and participates in meetings of the board and its committees as directed by the principal.

22. Participates actively in professional growth activities.

23. As requested, acts as the principal's designee for special education conferences, Section 504 conferences, and intervention proceedings.

24. Assists the principal in responding to calls from the corporation's security company.

25. Supervises student activities and ancillary areas.

26. Performs other duties as are assigned by the principal.

WORKING RELATIONSHIPS:

As a member of the administrative team, the high school assistant principal is directly responsible to the principal. However, he or she must also work closely with the assistant superintendent whose duties include secondary education.

Watkins Glen Central School District
Watkins Glen, New York

JOB DESCRIPTION

ENROLLMENT: 1,450
PER PUPIL EXPENDITURE: $9,039

TITLE: Learning Disability Specialist

QUALIFICATIONS: New York State Five Year Provisional Permanent Certification

REPORTS TO: Building Principal

TERMS OF EMPLOYMENT: Per Contract

RESPONSIBILITIES:

A. Accidents — All accidents to students and staff are to be reported to the Building Health Office or Building Principal as soon as possible.

B. Assemblies — All staff members are to attend and monitor assemblies.

C. Building Supervision — Each staff member is responsible for supervisory responsibilities wherever and whenever a situation arises.

D. Child Abuse — Any and all cases of suspected Child Abuse/ Maltreatment must be reported by any staff member to the Building Principal. Correct procedures as outlined by Chapter 1039 of the New York State Social Services Law will be enacted immediately.

E. Criteria and Procedures — The LD Specialist is responsible for the development of criteria and procedures that can readily and effectively be used to identify students with or potential for learning disabilities.

F. Communication with parents — Parents are to be kept informed about their children's progress by utilizing district procedures for each building and by staff initiative by mail and/or telephone.

G. Curriculum — It is the responsibility of the LD Specialist to provide students identified with learning problems the appropriate educational resources to overcome these disabilities.

H. Diagnostics — The LD Specialist arranges for the diagnostic testing and eval-uation of all pupils referred as possibly having a potential learning difficulty.

I. District locks and keys — Staff members are responsible for keys and the associated security of district buildings and equipment that comes with the possession of district keys.

J. Drills and Emergencies — Each staff member is to be familiar with, and will follow, district procedures concerning emergencies.

K. Extracurricular activities — All staff members are encouraged to demonstrate active support for student activities, programs, and athletics whenever possible.

L. Faculty and committee meetings — All staff are to attend stated meetings as per contract. Active participation in shared decision making is encouraged.

M. Instructional services — The LD Specialist provides learning disabled students with appropriate instructional services and assists teachers in providing appropriate instructional services and a learning environment that will enable each student in the district to master the basic skills appropriate to age, level, and individual capacity.

N. Mailboxes — Mailboxes are assigned for district use and are also used for distributing U.S. Mail. Since they are extensions of the U.S. Postal System, all laws governing U.S. Mail are applicable.

O. Records — The LD Specialist writes, develops, maintains, and monitors a case record of students and their I.E.P.'s in accordance with SED guidelines.

P. Reports — The LD Specialist prepares written reports regarding the nature of problems, pertinent information, test results, conclusions and specific recommendations.

Q. Staff Development — The LD Specialist assists staff in understanding the learning disabled through planning, developing and offering inservice courses and/or workshops as well as keeping themselves continually renewed professionally.

R. Student discipline — All staff members are to follow uniform guides, procedures, and rules for student discipline in each building. Students should be treated fairly and consistently.

Chowchilla Elementary School District
Chowchilla, California

ENROLLMENT: 1,565
PER PUPIL EXPENDITURE: DNA

JOB TITLE: Gifted and Talented Teacher

SALARY CLASSIFICATION

Teacher

DEPARTMENT

Instruction

CONTROL/ASSIGNMENT

The GATE teacher is assigned to a school/s and is responsible to the site administrator to teach one or more gifted classes within the State guidelines for said classes.

RESPONSIBILITIES

Under the direction of the site administrator, shall assume the responsibilities as listed in the job description for regular classroom teachers. Shall also provide for the unique academic needs of gifted students. Is responsible to the project director to comply with the particular GATE program requirements of the state.

DUTIES

Shall assume the duties as listed in the job description for regular classroom teachers.

Shall comply with GATE requirements as listed in the current state approved program.

Shall closely adhere to the time accountability requirement.

Shall keep enrollment files current.

Shall monitor budget allocations clearly supporting program objectives. Procure appropriate materials and insure their legal use.

Develop curriculum providing for the unique academic needs of gifted students.

Meet with parent advisory committee as scheduled.

Shall keep parents informed about student progress.

Shall prepare an annual evaluation of pupil progress.

Shall demonstrate teaching competency as follows:

- Utilizes specialized pupil interests constructively.
- Utilizes special talents and abilities of the students.
- Encourages self-selection of materials by students.
- Makes class work interesting through use of different sense media.
- Maintains or uses classroom resource center containing materials at appropriate advanced levels.
- Clarifies classroom goals and purposes using broad concepts rather than detail.
- Uses varied teaching strategies effectively.
- Conducts group discussions skillfully.
- Selects questions that stimulate higher level thinking.

Shall demonstrate teaching competency as follows:

- Utilizes synthesis and analysis in appropriate areas.
- Draws examples and explanations from various sources and related fields.
- Presents activities that challenge and stimulate the students.
- Utilizes evaluation in various forms.
- Encourages independent thinking, including difference of opinion.
- Gives appropriate encouragement to pupils.
- Understands and encourages student ideas.
- Demonstrates understanding of the educational implications of giftedness.
- Shall maintain professional competence through self-selected professional growth activities (inservice, extension classes, summer school, travel, etc.).
- Shall attend yearly conference for the gifted.

QUALIFICATIONS

Shall exhibit the qualifications as listed in the job description for regular classroom teachers. Shall also demonstrate flexibility in teaching style. Shall indicate a willingness to accept extra responsibility (curriculum development, etc.). Shall demonstrate an ability to stimulate bright students. Shall demonstrate an ability to act as a resource person as well as a teacher. Shall demonstrate a desire to encourage decision making and acceptance of responsibility by the student. Shall demonstrate an ability to encourage development of concepts and integration of learning. Shall indicate respect for and interest in gifted children. Shall have a minimum of three (3) years teaching experience. Possession of a masters degree and/or specialization in the teaching of the gifted is desirable.

Center School District
Kansas City, Missouri

ENROLLMENT: 2,661
PER PUPIL EXPENDITURE: $6,082

TITLE: Classroom Teacher

QUALIFICATIONS:
1. Valid Missouri teaching certificate with endorsement in teaching assignment area.
2. Bachelor's Degree

REPORTS TO: Building Principal

SUPERVISES: Children enrolled in his/her classes as assigned by the building principal; aides; volunteers who have been assigned to his/her instructional area of responsibility.

JOB GOAL: Guides students toward gaining knowledge and skills in order to become productive citizens.

PERFORMANCE RESPONSIBILITIES:

1. Meets and instructs assigned classes in the location and at the times designated.
2. Creates a classroom environment that is conducive to learning and appropriate to the maturity, interest, and abilities of students.
3. Guides the learning process toward the achievement of established district curriculum goals, establishes and communicates clear objectives to the students for all lessons, units, and projects.
4. Employs a variety of instructional techniques and instructional media, consistent with the physical limitations of the location provided and the needs and capabilities of the individuals or student groups involved.
5. Strives by instruction and action to implement the district's philosophy of education, instructional goals and objectives and performance expectations as outlined on the Teacher Performance Criteria list.
6. Assesses the accomplishments of students on a regular basis, provides progress reports as required, and communicates with parents as deemed necessary.

7. Maintains accurate, complete, and correct records as required by law, district policy, and administrative regulation.

8. Takes all necessary and reasonable precautions to protect students, equipment, materials, and facilities.

9. Develops a code of conduct for the classroom which is consistent with established administrative policies and develops rules of classroom behavior which are enforced in a fair and just manner.

10. Makes provision for being available to students and parents by appointment for education-related purposes thirty minutes before and thirty minutes after the instructional day or during planning periods unless there is a district approved reason.

11. Plans and supervises assignments for teacher aides, volunteers, and student teachers, and makes written evaluation as required.

12. Maintains an ongoing program of professional growth that satisfies district requirements but also satisfies personal expectations as a professional.

13. Takes an active part in the district-approved teacher evaluation process, contributing to a mutual agreement concerning the results of that evaluation.

14. Attends building and district meetings to promote communication and mutual decision making among the staff; said meetings to be held during the school day generally defined as thirty minutes before and thirty minutes after the instructional day.

15. Serves on district committees which develop curriculum and enhance instruction, committee work beyond the regular school day will follow guidelines established in policy.

16 Attends established traditional school-sponsored activities (e.g., Back-to-School Night, Open House, programs, activities) agreed upon by the building administrator and the faculty.

17. Contributes to the decisions made by the district and building regarding budget, facilities, curriculum, and personal well-being.

TERMS OF EMPLOYMENT:

Salary and work year to be established by the Board.

EVALUATION:

Performance of this job will be evaluated in accordance with provisions of the Board's policy on Evaluation of Professional Personnel.

Niobrara County School District No. 1
Lusk, Wyoming

ENROLLMENT: 494
PER PUPIL EXPENDITURE: $7,868

Job Description

Title: Substitute Teacher

Qualifications Required:

1. Wyoming certificate endorsed as Substitute Teacher Permit.
2. Has a pleasant likable personality; is accepted by pupils and adults; maintains rapport with all groups.
3. Maintains good health, appropriate dress, and a professional appearance.
4. Maintains moral character and reputation; is a model for pupils.
5. Accepts and reacts professionally to input, supervision, and evaluation; can function under stress; objective outlook free of prejudice.

Supervised by and reports to:

Building Administrator

Job Goal:

To enable each child to pursue his education as smoothly and completely as possible in the absence of his/her regular teacher.

Responsibilities: (Not in order of importance)

1. Reports to the building principal or school secretary upon arrival at the school building.

2. Reviews with the principal or other designated personnel all plans and schedules to be followed during the teaching day.

3. Maintains as fully as possible the established routines and procedures of the school and classroom to which assigned.

4. Teaches the lesson outlined and described in the Substitute Teacher's Guide as prepared by the absent teacher.

5. Consults as appropriate, with the building principal, before initiating any teaching or other procedures not specified in the Substitute Teacher's Guide.

6. Assumes responsibility for overseeing pupil behavior in class and during lunch and recess periods.

7. Reports in writing, on the form provided by the school secretary, on the day's activities at the conclusion of each teaching day.

8. Follows all policies, rules, and procedures to which regular teachers are subject and which good teaching practice dictates.

9. Maintains the confidentiality of the position.

Terms of Employment:

Daily or part of the day unless otherwise indicated at time of hiring. Salary as established annually by the Board.

Required policies and conditions:

Reads and conforms to all local board policies.

Evaluation:

Performance of this job shall be evaluated in accordance with provisions of the Board's policy on evaluation of professional personnel and this job description.

Fairview School District
Fairview, Pennsylvania

ENROLLMENT: 1,611
PER PUPIL EXPENDITURE: $6,610

TITLE: Guidance Counselor

QUALIFICATIONS:

1. Master's Degree
2. PA Certification in Elementary Guidance
3. Working knowledge of computer applications related to student outcomes
4. Experience as Elementary Guidance Counselor
5. Experience with I.S.T. Process
6. Experience with Special Education Procedures

REPORTS TO: Principal

EVALUATION: Annually in accordance with the provisions of the Board's policy on evaluation

POSITION RESPONSIBILITIES:

1. Be knowledgeable of subject matter and current instructional strategies and approaches to subject/grade area.
2. Demonstrate a variety of teaching methods and techniques which motivate students to perform at their optimum ability.
3. Utilize strategies and activities which encourage the development of critical and analytical thought processes by students.
4. Teach subject matter as prescribed in the Board approved curriculum.
5. Cooperate with staff and administration to promote and maintain a sound learning environment.
6. Be a professional role model for students and staff.
7. Participate in professional organizations, professional growth activities such as appropriate seminars, courses, workshops, and staff development activities.
8. Communicate with parents and appropriate professional staff to discuss student needs and progress.

9. Cooperate with Department Chair, Team Leader and other staff members to promote curriculum and professional growth of the department.

10. Demonstrate use of Writing Across the Curriculum activities which relate to specific areas.

11. Demonstrate use of Technology Curriculum Outcomes as related to Specific subject/grade areas.

12. Provide thorough and punctual reports, data, forms, etc., as requested by administration.

13. Adhere to all policies and procedures as delineated in the district's board manual, staff handbook, and administrative requests.

14. Demonstrate appropriate use of Classroom Management Techniques.

Denton Independent School District
Denton, Texas

ENROLLMENT: 11,669
PER PUPIL EXPENDITURE: $3,823

LIBRARIAN

REPORTS TO: Principal

QUALIFICATIONS:
1. Teaching Certificate
2. Learning Resources Endorsement

SUPERVISES:
1. Library Aides
2. Student Library Aides
3. Volunteers

EVALUATION: Performance of this job will be evaluated annually in accordance with the board's policy on evaluation of professional support personnel.

TERMS OF EMPLOYMENT: Contract terms and salary to be established in accordance with state and local requirements.

JOB PERFORMANCE STATEMENTS

I. SCHOOL CLIMATE

1. Demonstrates ability to work with others in a positive, productive way.
2. Communicates effectively with students, staff, parents, and community while projecting a positive image that enhances the library media center/district mission.
3. Is aware of and supportive of guidelines pertaining to the library media center as delineated in the district policy and procedures handbook.
4. Supports programs and actions that facilitate a positive, caring climate for learning and an orderly, purposeful environment.

II. SCHOOL IMPROVEMENT

1. Assesses and responds to needs related to job responsibilities.
2. Gathers and organizes relevant statistics for the purpose of preparing an annual report to evaluate the status of library programs and materials.
3. Plans and administers the library budget in such a way that it supports and enriches the curriculum of the school.

III. PROGRAM MANAGEMENT

1. Organizes library resources for easy access.
2. Effectively manages cataloguing procedures (i.e., classification, accession, recording, filing, etc.).
3. Establishes and maintains effective circulation procedures.
4. Schedules the use of the library effectively.
5. Develops and efficiently administers the library budget.
6. Coordinates selection procedures to involve staff and students.
7. Uses reputable tools to identify and select appropriate resources (i.e., catalogues, professional journals, etc.).
8. Selects resources and materials which reflect the priorities of the instructional program and which provide for the recreational needs of students.
9. Withdraws from circulation outdated, worn, or unsuitable materials as needed.

IV. INSTRUCTIONAL MANAGEMENT

1. Acts as a resource person to assist teachers in the planning and implementing of units of study.
2. Works effectively with teachers to coordinate library skills instruction for individual classes or groups.
3. Effectively plans and provides group and individual instruction on locating and using various resources in the library.
4. Effectively promotes literary appreciation with individuals or groups and encourages reading for knowledge and pleasure.
5. Demonstrates effective teaching practices in lesson presentation by:
    (a) securing student attention,
    (b) beginning instruction with an appropriate introduction and communicating learning expectations,
    (c) emphasizing the value/importance of the activity or content,
    (d) implementing instruction on appropriate level of difficulty,
    (e) soliciting student participation,
    (f) maintaining focus and keeping students engaged,
    (g) reinforcing learning efforts of students,
    (h) closing instruction appropriately as needed.

V. PERSONNEL MANAGEMENT

1. Effectively trains and utilizes library aides, student aides and/or parent and community volunteers.

VI. ADMINISTRATION AND FISCAL/FACILITIES MANAGEMENT

1. Adheres to policies established by federal law, state law, State Board of Education, and local district and campus policies and administrative regulations.

2. Demonstrates responsible fiscal control over assigned program budgets.
3. Serves as a committee member for new and remodeled libraries by analyzing facility and equipment needs to insure adequate coverage to meet library standards.
4. Works with librarians to maintain thorough policies and guidelines for total library program.
5. Compiles and maintains library inventories and necessary annual reports that reflect the library program and are necessary to meet TEA requirements.

VII. STUDENT MANAGEMENT

1. Supports the district and campus rules for conduct.
2. Assumes responsibility for assisting with student discipline.
3. Encourages a sense of self-discipline and responsibility in the use of the library.

VIII. PROFESSIONAL GROWTH AND DEVELOPMENT

1. Actively participates in professional organizations, disseminates ideas and information to other professionals.
2. Provides leadership in identifying new methods and opportunities that benefit both the library program and the district as well.
3. Performs duties in a professional, ethical, and responsible manner as defined in the TEA Code of Ethics for educators.
4. Actively seeks and utilizes evaluative feedback from peers, subordinates, and supervisors regarding his/her performance.
5. Demonstrates initiative, enthusiasm, and a positive attitude.
6. Exercises sound judgment and self-control.

IX. SCHOOL COMMUNITY RELATIONS

1. Works cooperatively with the entire staff.
2. Demonstrates and interprets the library program to school personnel and the community.
3. Demonstrates a commitment to the mission of the district as it is communicated to the public.
4. Communicates and coordinates with the public library in the promotion of literacy/reading programs, (i.e., summer reading programs and other special events).
5. Works cooperatively with the universities, (i.e., serving as supervisors for library practicum students and speaking to library and information science classes).

X. OTHER

1. Performs other tasks and assumes such responsibilities as may be assigned.

*This job description is not intended, nor should it be construed, to be a list of all responsibilities, skills, efforts, or working conditions associated with the job. The job description is purposely designed to be an accurate reflection of those principal job elements essential for making fair pay decisions about jobs.

Greenville Public Schools
Greenville, Michigan

ENROLLMENT: 1,837
PER PUPIL EXPENDITURE: $4,141

TITLE: School Nurse

QUALIFICATIONS:

1. Certified as Registered Nurse.
2. Must fulfill all requirements for and arrange for Michigan State Board of Education certification as a Professional School Nurse.
3. Computer
   a. Do immunization reports on IBM with software from the State Health Department.
   b. Keep track of TB skin tests, health problems, and other information on the Apple System.
4. Good communications skills with staff, parents, and students.
5. Ability to conduct instruction for staff and students.

REPORTS TO:

Assistant Superintendent

JOB GOAL:

Maintain good health in a school system.

PERFORMANCE RESPONSIBILITIES:

1. Needs to be familiar with and keep administration informed of Health Guidelines and Regulations.
2. Maintains records of employees and their immunizations including Hepatitis B and arranges for scheduling of appropriate immunizations.
3. Ability to conduct health instruction for staff and students.
4. Assist with kindergarten registration in regard to shots and health problems.
5. Report immunization levels to the Michigan State Health Department.
6. Give TB skin tests as required.
7. Follow-up on vision and hearing evaluations with reports to Montcalm County Health Department.
8. Attend clinics as needed.
9. Check injuries and disease conditions at schools and home visits, and keep building administration appropriately informed.
10. Be available to monitor students with physical disabilities that may have medical needs.
11. Responsible for stocking first aid kits, blood-borne pathogen supplies at schools.

12. Has verbal meeting with building administration at least twice per school year.
13. Reports to building administration on home visits.

TERMS OF EMPLOYMENT:

Five (5) hours per day.

EVALUATION:

The School Nurse shall be evaluated on a written basis at least once every two (2) years.

Goodland Unified School District No. 352
Goodland, Kansas

ENROLLMENT: 1,192
PER PUPIL EXPENDITURE: $6,506

SECRETARY TO THE SUPERINTENDENT/ DEPUTY CLERK FOR THE BOARD OF EDUCATION

Qualifications:

1. High school diploma
2. Experience in performing stenographic and clerical work of a progressively responsible nature
3. Knowledge of modern business practices and procedures and of business English and spelling
4. Ability to handle delegated administrative details, requests for information, and other matters brought to the Superintendent's office
5. Ability to meet the public with a pleasant, composed, and cordial manner
6. Ability to write clear and concise memoranda, directives, or letters without close supervision

Reports to:

1. Superintendent of Schools

Job Goal:

To assist and relieve the Superintendent of paper work and impedimenta so that he may devote maximum attention to the central problems of education and educational administration.

Performance Responsibilities:

1. Supervise all other central office classified personnel as directed by the superintendent.

2. Take and transcribe dictation of various types, including correspondence reports, notices and recommendations.

3. Maintain a regular filing system, as well as a set of locked confidential files, and process incoming correspondence as instructed.

4. Answer office telephone, respond appropriately to requests for information, take messages for staff members, and page authorized personnel over the intercom system.

5. Greet all visitors courteously, determine their needs, check appointments, and direct or escort them to proper person.

6. Maintain a schedule of appointments and make arrangements for conferences and interviews.

7. Keep a complete and up-to-date copy of the district's book of board policies.

8. Work with the superintendent in carrying out the day-to-day operations necessary to the smooth functioning of the district.

9. Maintain extensive information and record files for the district and make such files available to authorized personnel.

10. Assume the duties as Clerk of the Board when so directed by the Superintendent and attend regular and special meetings of the Board as directed by the superintendent.

11. Assist the Board Clerk when so requested (bank deposits, leave requests, typing of correspondence, etc.).

12. Type and distribute copies of Board of Education meeting minutes to each member of the Board at least one week prior to the next regular meeting of the Board and maintain a file of the minutes.

13. Give public notice of all meetings of the Board.

14. Send news releases about school and Board activities to the various news media.

15. Prepare, together with the superintendent and the president of the Board, an agenda setting forth all known items of business to be considered at Board meetings.

16. Assist the superintendent in the preparation of Board packets.

17. Fulfill the secretarial needs of the Lunch Program Supervisor.

18. Develop inservice training programs for district clerical personnel.

19. Prepare and edit special publications such as recruitment brochures and other publications (District Newsletter and PROF Newsletter).

20. Work with the Supervisor of Maintenance & Grounds in the preparation of the summer maintenance project booklets.

21. Work with building secretaries on district inventories.

22. Assist the superintendent in letting bids and in preparing bid opening material.

23. Perform such other miscellaneous duties as may be assigned.

Redding School District
Redding, California

ENROLLMENT: 3,551
PER PUPIL EXPENDITURE: $3,848

PAYROLL CLERK JOB DESCRIPTION

DEFINITION OF POSITION:

Under the supervision of the Business Manger, is responsible for the preparation of the District's payroll and related functions. Duties require initiative, knowledge, judgment and the ability to perform all tasks in a very independent manner.

DISTINGUISHING CHARACTERISTICS OF THE POSITION:

Duties require access to, and possession of, information relating to employer/ employee relations; therefore, this is a Confidential position and not part of the Classified Bargaining Unit. This is a position requiring a high degree of organizational planning and general business skills.

EXAMPLES OF DUTIES AND RESPONSIBILITIES:

Prepare and maintain:

1. Certificated and Classified regular and supplemental payroll
2. Payroll and financial reports
3. Employee and retiree health insurance premium payments and records
4. Verification of employment, unemployment insurance audits, etc.
5. Salary and benefit calculations for District budget and negotiation pur-poses
6. Computerized Position Control System
7. Warrants for employee benefit programs and voluntary deductions
8. Record absences, overtime, sick leave and vacation leave
9. Examine, check and verify complex statistical and other reports for completeness, adequacy and accuracy of computations
10. Calculate staffing allocations
11. Calculate and report Collective Bargaining Mandated Costs
12. Perform other related duties as assigned

REQUIRED QUALIFICATIONS:

1. Complete clerical/accounting test above the 70th percentile
2. Experience with computerized payroll accounting systems
3. Type at 50 net words per minute
4. Ability to use personal computers and computer terminals
5. Communicate effectively with staff and public

6. Must be able to obtain CPR and First Aid Certificates at own expense
7. Possess a valid California Driver License

DESIRED QUALIFICATIONS:

1. Knowledge of school district accounting
2. Previous experience within a school district

EDUCATION AND EXPERIENCE:

1. Graduation from high school
2. At least four years of increasingly responsible work as a payroll clerk

Round Valley Unified School District
Springville, Arizona

ENROLLMENT: 3,816
PER PUPIL EXPENDITURE: $4,594

JOB DESCRIPTION: INSTRUCTIONAL AIDE

Directly responsible to: the building principal, under the supervision of the classroom teacher. This is an hourly position, with work days being when school is in session.

MINIMUM SKILL REQUIREMENTS:

EDUCATION:

1. High School Diploma or equivalent.

SKILL REQUIREMENTS:

1. Ability to perform simple clerical tasks proficiently.
2. The ability to communicate effectively with students and staff using proper grammar and vocabulary.
3. Ability to maintain discipline in all school settings.

GENERAL JOB REQUIREMENTS:

1. Punctual in all assignments.
2. Observes all District policies appropriate to this position.
3. Accepts the responsibility of assigned task.

PROBATIONARY PERIOD:

There is a probationary period of ninety (90) days. At the end of that time the employee will be evaluated by his/her supervisor(s). If the evaluation is favorable, the employee will continue to work for the District. An unfavorable evaluation will result in termination.

JOB STATUS:

1. There is no tenure established in this position.
2. This position is paid on an hourly basis.

BASIC RESPONSIBILITIES:

1. Aid teacher in preparing room for school.
2. Help prepare and distribute lesson materials.
3. Instruct students under teacher's supervision.

4. Keep classroom neat and orderly.
5. Aid teacher in arranging bulletin boards.
6. Supervise playground under teacher's supervision.
7. Assist with student records when asked.
8. When necessary, supervise students in cafeteria.
9. Aid in storing materials and getting classroom ready for closing of school.
10. Any such other related duties as may be assigned by the building principal.

Bristol Warren Regional School District
Bristol, Rhode Island

ENROLLMENT: 4,100
PER PUPIL EXPENDITURE: $6,683

JOB DESCRIPTION

TITLE: SCHOOL AIDE

QUALIFICATIONS:

1. High school diploma or equivalent.
2. Completion of First Aid and CPR courses. (Training will be provided by the District.)
3. Such alternatives to the above qualifications as the School Committee may find appropriate and acceptable.

DESIRABLE QUALIFICATIONS:

1. Basic clerical skills, including typing.
2. Working knowledge of common office equipment and machines.
3. Telephone etiquette.
4. Bilingual ability.

REPORTS TO: Building Principal and/or Supervisor

JOB GOAL:

1. To achieve greater efficiency in the educational process by relieving teachers and other certified personnel of the performance of tasks that do not require professional training.
2. To provide for more child-adult contacts within a school setting.
3. To improve the communication between the home and the school by involving people from the community.

PERFORMANCE RESPONSIBILITIES:

1. The primary duty of the school aide is to assist in student control and to relieve the immediate supervisor of routine school duties.

2. To supervise cafeterias, playground areas, lunch areas, bus areas, lavatories, libraries, and other areas as designated by the building principal.

3. Perform duties to meet the personal care and non-medical health related needs of students with disabilities.

4. To perform such tasks as distributing and gathering materials, books, supplies, notices, etc.

5. To perform minor typing and filing tasks.

6. To assist the school nurse in the examining of and in the caring for students.

7. To assist in the preparation and duplicating of any materials the immediate supervisor or teachers require.

8. To assist in answering telephone calls and acting as interpreter at parent conferences when able.

9. To assist in the supervision of field trips.

10. To perform any other related duties as assigned by the Supervisor, Principal, or Superintendent's Office.

TERMS OF EMPLOYMENT: 180 days (may be extended by mutual consent). Salary to be established by the School Committee.

EVALUATION: Performance of this job will be evaluated annually in accordance with provisions of the School Committee's policy.

Homer School District 33-C
Lockport, Illinois

ENROLLMENT: 2,702
PER PUPIL EXPENDITURE: $4,161

TITLE: Head Custodian

QUALIFICATIONS:

1. Certificate of good health signed by a licensed physician.
2. Ability to read basic operating instructions.
3. Demonstrated aptitude for successful completion of the assigned task.
4. Such alternatives to the above qualifications as the Board may find appropriate and acceptable.

REPORTS TO: Building Principal and Buildings and Grounds Supervisor

JOB GOAL: To provide leadership and assistance in the cleanliness and maintenance of the physical facility that will provide for a safe, clean, and habitable environment. Cleans floors, walls, furniture, and other building furnishings, and sanitizes rest rooms. Operates scrubbers, buffers, waxers, and vacuums and helps keep equipment in working condition. Maintains and beautifies grounds by mowing lawns, watering, pruning, etc. Performs minor repairs and preventative maintenance functions. Maintains motors, pumps, lawn mowers, and other equipment according to preventative maintenance schedule. Watches for safety hazards and guards against fire, theft, and illegal entry. Gives work direction to assistant custodians or volunteers.

PERFORMANCE RESPONSIBILITIES:

1. Provide leadership and training for all custodian staff.
2. Work with principal and other responsible officials with planning for and carrying out special set up requirements.
3. Prepare and complete cleaning schedule for the areas assigned, within the frequency requirements provided.
4. Lift and move tables, desks, and chairs weighing in excess of 50 pounds.
5. Develop the schedule for all the assigned areas; look for ways in which to improve on the schedule.
6. Possess a basic understanding of the chemicals and processes used in the cleaning schedule.

7. Open and close school gymnasium bleachers. (This activity involves bending over and pulling or pushing weights in excess of 50 pounds.)
8. Maintain a positive attitude with all staff and students.
9. Routinely inspect those areas outlined in the schedule for possible safety hazards and reports to the building principal.
10. Lift cartons, boxes, and buckets weighing in excess of 60 pounds.
11. Observe cleaning and maintenance needs or requirements for the areas assigned and report these to the building principals.
12. Assume that on non-school days the head custodian is assigned the task of inspecting the safe, efficient and proper operation of all equipment and systems. This includes securing windows and entry ways.
13. The head custodian is responsible for visually inspecting the entire building every day to ensure cleanliness.
14. The head custodian is responsible for monitoring the custodians' work performance.
15. Tasks include working alone in the following situations: ladders of various lengths, with equipment and chemicals which can be hazardous when not properly handled, and upon rooftops.
16. Able to handle emergencies and emergency repairs.
17. Supervises and/or assists in loading and unloading of delivery vehicles.
18. Assumes responsibility for other duties as assigned.

This description is intended to describe the type and level of work being performed by a person assigned to this job. It is not an exhaustive list of all duties and responsibilities required by a person so classified.

TERMS OF EMPLOYMENT: Salary and work year to be established by the Board.

EVALUATION: Performance of this job will be evaluated in accordance with provisions of the Board's policy on Evaluation of Professional Personnel.

Broken Bow Public Schools
Broken Bow, Nebraska

ENROLLMENT: 970
PER PUPIL EXPENDITURE: $4,445

Job Title: Bus Driver

Qualifications: The school bus driver shall have:

A valid Nebraska operators license with a bus drivers license issued by the State Department of Motor Vehicles.

Completed the State Department of Motor Vehicles approved bus driving training course.

Attained the age of 21.

Passed a physical examination requirements of such provided by the State of Nebraska.

A good driving record.

Philosophy: The job of school bus driver is complex. An analysis of the duties of the school bus driver shows that they must have certain knowledge, skills, appreciations, and understanding if the driver is to do well in this work. He/she must deal with children, with parents and also with school authorities, and must know and observe the rules and regulations that govern the performance of his/her duties. When and if an emergency arises, the driver should know how to render first aid to the injured, to make proper reports of accidents, to safeguard other vehicles and to perform many other duties demanded in such situations. Such varied responsibilities are indicative of the necessary qualifications of a good school bus driver.

Responsibility: The bus driver is directly responsible to the Transportation Director.

Contract Period: The contract period for the school busdriver shall be from the first day ofschool to the last day of school.

Duties:

Inspect bus daily according to list provided.

Keep inside and outside of bus dusted and windows clean.

Attend a monthly meeting arranged by supervisor.

Keep turn signals, blinker lights, stop light and windshield clean at all times.

Students will not move around in the bus when it is in motion. They will also stay seated until the bus comes to a complete stop for unloading. You, as the driver, are to see that this is carried out.

Be alert and cautious. Be professional in your action, speech, and appearance. Refrain from personal use of tobacco, stimulants, sedatives, alcoholic beverages, profane or indecent language while engaged in your duties or while in the presence of students. Pupils on the bus will likewise be expected to refrain from use of any of the above. You have a very important, responsible job to perform. The cargo that you are hauling cannot be replaced.

We have scheduled the time to load each stop as late as possible. Therefore, it is not necessary to wait for anyone excect for a special reason once in a while. These students know the night before what time the bus will be there the next morning.

Report any problem you have to the Transportation Supervisor.

If there are any families moving in or out of your route, please report this information to the Transportation Supervisor.

All drivers will report to the Transportation Supervisor, in writing, any mechanical failure or repair needed.

The sponsor will insure the cleanliness of the bus on special trips.

Do not let students off the bus other than at their scheduled stops unless they have a written consent form from the parent. The bus driver is responsible for the student's safety from the time he/she gets on the bus until he/she gets to school and is returned to the bus stop in the afternoon.

In case of an accident, report it immediately to the Transportation Supervisor, regardless of how small it might seem. Also report any possible hazards encountered or any other problems that might arise.

Do not permit students to operate stop sign, light controls, door, etc. at any time. The driver must have full control of these operations at all times.

The driver will operate the school bus as prescribed by the state and local laws.

The above duties and instructions are considered a part of the driver's contract and are mutually agreed to by the School Board and the driver.

Richardson Independent School District
Richardson, Texas

ENROLLMENT: 33,609
PER PUPIL EXPENDITURE: $3,568

JOB DESCRIPTION

Title:	Food Service Worker
Reports to:	Cafeteria Manager
Department:	Child Nutrition Services
Education:	High school diploma or less
Contract Period:	183 Days (10 Months)
Pay Grade:	06H
FLSA Status:	Non-exempt
Experience:	None
Certification:	None
Primary Purpose:	Efficient operation of the assigned kitchen; ability to follow oral and written directions; coordinate and produce work in allotted time; cooperate with other workers.

MENTAL DEMANDS:
Concentration (detailed work), communicating (verbal/written), interpretive skills (policy, procedure, data), reasoning skills, understanding verbal instructions, analyzing, differentiating, memorizing, reading, compiling, emotional control.

PHYSICAL DEMANDS:
Carrying (moderate, 15-44 pounds), stooping, walking, climbing (stairs, ladders), crouching, kneeling, pulling, pushing, reaching, repetitive hand motions, hearing, speech, visual acuity, distinguishing colors.

ENVIRONMENTAL FACTORS:
Temperature extremes, noise, vibration, slippery surfaces, works around moving objects, kneeling, chemical exposure (asbestos, fumes, vapors, gases, dusts, smoke, etc.), inside, humidity extremes, microwaves, uneven surfaces, works with hands in water, works around machinery with moving parts, prolonged or irregular hours, biological exposure (insects, mold, fungi, bacteria, animals, plants, etc.).

DESCRIPTION OF ESSENTIAL DUTIES:
1. Prepare food according to standardized recipes.
2. Serve food using proper portion control.
3. Use the equipment properly.
4. Use proper sanitation and safety procedures.
5. Maintain good personal cleanliness.
6. Sweep and mop the kitchen area.

7. Work in any area that is needed (meat cookery, cookery, dishroom, pastry cookery, salad).
8. Use good public relation techniques with students, teachers, principal, and parents.
9. Follow policies and procedures of the food service department.

EQUIPMENT:
Ovens, steamer, mixer, slicer, dish machine, tilting skillet & kettle, fryer, sharp knives, cash registers.

APPENDIX A: CONFIDENCE LIMITS FOR PERCENTAGES

APPROXIMATE NUMBER OF PERCENTAGE POINTS TO BE ADDED TO AND SUBTRACTED FROM THE OBSERVED SAMPLE PERCENTAGES TO OBTAIN THE 90 PERCENT CONFIDENCE LIMITS FOR THE POPULATION PERCENTAGES

Size of subgroup	Observed percentage near 10% or 90%	20% or 80%	30% or 70%	40% or 60%	50%
100-199	5.0	6.6	7.6	8.1	8.3
200-299	3.5	4.7	5.3	5.7	5.8
300-399	2.9	3.8	4.4	4.7	4.8
400-499	2.5	3.3	3.8	4.0	4.1
500-599	2.2	2.9	3.4	3.6	3.7
600-699	2.0	2.7	3.1	3.3	3.4
700-799	1.9	2.5	2.9	3.0	3.1
800-899	1.7	2.3	2.7	2.9	2.9
900-999	1.6	2.2	2.5	2.7	2.7
1000-1099	1.6	2.1	2.4	2.5	2.6
1100-1199	1.5	2.0	2.3	2.4	2.5
1200-1299	1.4	1.9	2.2	2.3	2.4

NOTE: See page 2 for appropriate use of table.

APPENDIX B: COMPARING TWO PERCENTAGES

COMPARING TWO PERCENTAGES — APPROXIMATE DIFFERENCE REQUIRED FOR SIGNIFICANCE AT .90 LEVEL OF CONFIDENCE FOR SELECTED SUBGROUP SIZES

Subgroup size	50-149	150-249	250-349	350-449	450-549	550-649	650-749	750-849	850-949	950-
For percentages from 35 to 65										
50-149.....	11.6	10.1	9.5	9.2	9.0	8.9	8.8	8.7	8.6	8.5
150-249.....	10.1	8.2	7.5	7.1	6.9	6.7	6.6	6.5	6.4	6.3
250-349.....	9.5	7.5	6.7	6.3	6.0	5.8	5.7	5.6	5.4	5.3
350-449.....	9.2	7.1	6.3	5.8	5.5	5.3	5.2	5.0	4.9	4.8
450-549.....	9.0	6.9	6.0	5.5	5.2	5.0	4.8	4.7	4.5	4.4
550-649.....	8.9	6.7	5.8	5.3	5.0	4.7	4.6	4.4	4.3	4.2
650-749.....	8.8	6.6	5.7	5.2	4.8	4.6	4.4	4.3	4.1	4.0
750-849.....	8.7	6.5	5.6	5.0	4.7	4.4	4.3	4.1	3.9	3.8
850-949.....	8.6	6.4	5.4	4.9	4.5	4.3	4.1	3.9	3.7	3.6
950-.....	8.5	6.3	5.3	4.8	4.4	4.2	4.0	3.8	3.6	3.5
For percentages around 30 or 70										
50-149.....	10.7	9.2	8.7	8.4	8.3	8.1	8.1	8.0	7.9	7.8
150-249.....	9.2	7.5	6.9	6.5	6.3	6.2	6.0	6.0	5.8	5.7
250-349.....	8.7	6.9	6.2	5.8	5.5	5.3	5.2	5.1	5.0	4.9
350-449.....	8.4	6.5	5.8	5.3	5.1	4.9	4.7	4.6	4.5	4.4
450-549.....	8.3	6.3	5.5	5.1	4.8	4.6	4.4	4.3	4.1	4.0
550-649.....	8.1	6.2	5.3	4.9	4.6	4.4	4.2	4.1	3.9	3.8
650-749.....	8.1	6.0	5.2	4.7	4.4	4.2	4.0	3.9	3.7	3.6
750-849.....	8.0	6.0	5.1	4.6	4.3	4.1	3.9	3.8	3.6	3.5
850-949.....	7.9	5.8	5.0	4.5	4.1	3.9	3.7	3.6	3.4	3.3
950-.....	7.8	5.7	4.9	4.4	4.0	3.8	3.6	3.5	3.3	3.2
For percentages around 20 or 80										
50-149.....	9.3	8.1	7.6	7.4	7.2	7.1	7.0	7.0	6.9	6.8
150-249.....	8.1	6.6	6.0	5.7	5.5	5.4	5.3	5.2	5.1	5.0
250-349.....	7.6	6.0	5.4	5.0	4.8	4.7	4.5	4.5	4.3	4.2
350-449.....	7.4	5.7	5.0	4.7	4.4	4.2	4.1	4.0	3.9	3.8
450-549.....	7.2	5.5	4.8	4.4	4.2	4.0	3.9	3.8	3.6	3.5
550-649.....	7.1	5.4	4.7	4.2	4.0	3.8	3.7	3.6	3.4	3.3
650-749.....	7.0	5.3	4.5	4.1	3.9	3.7	3.5	3.4	3.3	3.2
750-849.....	7.0	5.2	4.5	4.0	3.8	3.6	3.4	3.3	3.1	3.0
850-949.....	6.9	5.1	4.3	3.9	3.6	3.4	3.3	3.1	3.0	2.9
950-.....	6.9	5.0	4.2	3.8	3.5	3.3	3.2	3.0	2.9	2.8
For percentages around 10 or 90										
50-149.....	7.0	6.0	5.7	5.5	5.4	5.3	5.3	5.2	5.2	5.1
150-249.....	6.0	4.9	4.5	4.3	4.1	4.0	4.0	3.9	3.8	3.7
250-349.....	5.7	4.5	4.0	3.8	3.6	3.5	3.4	3.3	3.3	3.2
350-449.....	5.5	4.3	3.8	3.5	3.3	3.2	3.1	3.0	2.9	2.8
450-549.....	5.4	4.1	3.6	3.3	3.1	3.0	2.9	2.8	2.7	2.6
550-649.....	5.3	4.0	3.5	3.2	3.0	2.8	2.7	2.7	2.6	2.5
650-749.....	5.3	4.0	3.4	3.1	2.9	2.7	2.6	2.6	2.4	2.3
750-849.....	5.2	3.9	3.3	3.0	2.8	2.7	2.6	2.5	2.3	2.2
850-949.....	5.2	3.8	3.3	2.9	2.7	2.6	2.4	2.3	2.2	2.1
950-.....	5.1	3.7	3.2	2.8	2.6	2.5	2.3	2.2	2.1	2.0

NOTE: See pages 2 and 5 for appropriate use of table